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DESCRIPTORS *American Government (Course); Career Planning; Citizenship; *Civics; Constitutional History; Consumer Economics; Democracy; *Economic Education; Environmental Education; Government Role; Grade 9; *Individualized Instruction; Learning Activities; Social Studies Units; Student Grouping; *Superior Students; Teacher Developed Materials
IDENTIFIERS LAP; *Learning Activity Package

ABSTRACT

This self-paced program in American Civics is for ninth grade students who definitely plan further education after high school, who have better than average grades, and who will do more than the minimum required work. Instructional materials written at 9th grade level or above consist of Learning Activity Packages (LAPs) on the following topics: Citizenship and Our Democracy; The Constitution, Part I; The Constitution, Part II; Federal, State, and Local Government in Action; Your Educational and Vocational Future; Spending Your Money Wisely; Accounting for and Protecting Your Income; and Protecting Your Environment. An introduction to the course advises students of the requirements for successful completion. LAPs contain a statement of purpose; lists of resources; behavioral objectives, by broad topic; activities; self evaluation tests; and advanced study projects. (Author/JH)

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L EARNING
A CTIVITY
P ACKAGE

CITIZENSHIP

A
N
D

OUR DEMOCRACY



AMERICAN CIVICS 94

LAP NUMBER 1

WRITTEN BY B. C. Calhoun
Revised By Mrs. Burgdorf

1. You selected the level on which you wish to work. In selecting that level you automatically agree you will perform satisfactorily on that level.
2. You are urged to work on the highest level of your ability. If you are making less than A in your work, you will be encouraged to work up towards that level. You will be required to spend the allotted time on a LAP before going to the next LAP. If you have proven your ability to work on a higher level, you may request to move to a higher level.
3. Those students working on level 4 and achieving an "A" average may move from LAP to LAP as rapidly as they wish and receive a units credit when the required work is complete. When a student completes the LAP in one unit area, he will automatically start on the LAPs in the next grade level of that subject.
4. No student may advance faster than the allotted time except that covered in the items above. Students are encouraged to do better work in the levels of their selection or move to the next higher level.
5. You must satisfactorily complete all LAPs listed below to receive a unit credit in the subject.
6. Your parents will be mailed a Deficiency Notice when you:
 - (a) recycle three times on any test, (b) fail to move into the next LAP within 2 weeks of the date specified, (c) consistently turn in work which is unsatisfactory for your level.
7. You will automatically be dropped to the next lower level when:
 - (a) you fall one full LAP behind, (b) three Deficiency Notices have been sent.

SUBJECT & LEVEL Social Studies 94

LAP No.	TITLE OR DESCRIPTION	SUGGESTED TIME	STARTED	COMPLETED
1	Citizenship and Our Democracy	3 weeks		
2	Constitution - Part I	6 weeks		
3	Constitution - Part II	3½ weeks		
4	Federal, State, and Local Government in Action	4 weeks		
5	Understanding Yourself and Relating to Others	3½ weeks		
6	Your Educational and Vocational Future	3½ weeks		
7	Spending Your Money Wisely	4 weeks		
8	Accounting for and Protecting Your Income	4 weeks		
9	Protecting Your Environment	3½ weeks		

INSTRUCTIONS

Testing

1. Progress Test ----- After Section No. 2
2. LAP Test ----- After Section No. 4

Activities

1. Essays must be written as follows:
 - A. Use ink or typewriting.
 - B. Use correct grammar, spelling and punctuation.
2. Maps must be neatly drawn and/or labeled.
3. Charts must be neatly drawn and/or labeled.
4. Hand all work handed into your teacher according to the acceptable form allowed in your English classes.

Advanced Study

1. May be done for extra credit.
2. See your teacher before beginning an advanced study project.
3. All written advanced study must be completed neatly using correct English.

R A T I O N A L E

The word democracy comes from the Greek word demos meaning "people," and kratos meaning government that is "Government by the People."

This LAP deals with the development and growth of democracy in America.

FIRST MEETING OF THE HOUSE OF BURGESSES

SIGNING THE MAYFLOW COMPACT

DRAFTING THE CONNECTICUT CONSTITUTION

THE TRIAL OF JOHN PETER ZENGER

When he printed articles in his newspaper criticizing the unjust acts of the British governor of New York, Zenger was put in jail. At the trial his lawyer argued that printing the truth is not a crime. Zenger was found "not guilty." Thus in 1735 freedom of the press was upheld in America.

DUTIES AS AMERICANS

RIGHTS AS AMERICANS

THE DECLARATION OF INDEPENDENCE

THE SIGNING OF THE CONSTITUTION

Section I: Citizenship

BEHAVIORAL OBJECTIVES:

1. After you complete your prescribed program of study, you will be able to identify citizenship and describe it in terms of

(a) A Native Born Citizen

(b) An Alien

See activity # 1 for instructions

2. After you complete your prescribed program of study, you will be able to describe the procedures by which an alien becomes an American citizen.

See activity # 2 for instructions

3. After you complete your prescribed program of study, you will be able to list the rights of naturalize citizens.

See activity # 3 for instructions

4. After you complete your prescribed program of study, you will be able to list ways in which American Citizenship may be lost.

See activity # 4 for instructions

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on Progress and/or LAP Tests.

Resources:

X American Civics by Hartley and Vincent; Objective I, ch. 1, p. 36; Objective II, ch. 11, pp. 247-248; Objective III, ch. 11, pp. 248-249; Objective IV, ch. 1, p. 37; Objective V, ch. 1, page 39.

 Civics for Americans by Clark, Edmonson, Dondineau

 World Book Encyclopedia Vol. 4 "C" pp. 442-446

Filmstrips and Cassettes

 "The Beginning of Democracy in Government"

 "Basic Ideas of a Democratic Government" (filmstrip)

ACTIVITIES

Objective I, two days after starting LAP 1, you should have completed Objective 1.

Objective II, four days after starting LAP 1, a poster chart should be handed into the teacher with the procedure of Naturalization listed.

Objective III, five days after starting LAP 1, Objective III & IV should be completed in writing.

Self-Evaluation

I. Short answer questions: In the space provided place the correct word or words that best answer the statement.

- _____ 1. A member of our nation who takes full part in its affairs.
- _____ 2. A person who lives in our country, but is a citizen of another country.
- _____ 3. The procedures by which an alien may become a citizen of the United States.
- _____ 4. An American that is born in the United States.
- _____ 5. Full pledge membership of a country.

II. Answer the following questions:

1. List at least two steps in becoming an American citizen.
 - a.
 - b.
2. List at least two rights of a naturalize citizen.
 - a.
 - b.
3. List at least two ways in which a naturalize citizen may lose his citizenship right.
 - a.
 - b.

Section II: Democracy

BEHAVIORAL OBJECTIVES:

1. After you complete your prescribed program of study, you will be able to list five reasons for studying democracy and describe the origin and development of democracy in Greece.

See activity # 1, for instructions.

2. After you complete your prescribed program of study, you will be able to describe the growth and development of democracy in terms of:

- a. Mayflower compact
- b. Virginia House of Burgesses
- c. Connecticut Constitution
- d. Declaration of Independence
- e. Articles of Confederation
- f. Constitution of United States

See activity # 2 for instructions.

3. After you complete your prescribed program of study, you will be able to list at least five basic aims of democratic citizenship for each of the following:

- a. obligations
- b. rights
- c. duties
- d. responsibilities

See activity # 3 for instructions.

4. After you complete your prescribed program of study, you will be able to state the role of citizens in a democratic society.

See activity # 4 for instructions.

5. After you complete your prescribed program of study you will be able to compare and contrast democracy to communism in terms of our basic freedoms.

See activity # 5 for instructions.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on Progress and/or LAP Tests.

Resources:

- _____ World Book Encyclopedia Vol. 5 "D" pp. 104-107.
- _____ Civics for Americans by Clark, Edmonson & Dondineau; Objective III pp. 16-17; Objective V, pp. 24-25.
- _____ American Civics by Hartley & Vincent; Objective III, ch. 1 pp. 37-38, pp. 250-251. Objective IV, ch. 1 pp. 32-36 Objective V, ch. 25 pp. 508-526.

Media: Filmstrips and Cassettes

- X The Dawn of Democracy in Ancient Greece; Objective I, 64-5
- _____ The Founding of American Democracy Objective II 64-F
- X The Rights and Duties of A Citizen; Objective III 64-1
- _____ The Beginning of Democracy in Government

A C T I V I T I E S

Objective I, nine days after starting LAP 1, you should have read the origin and development of democracy in Greece and list five reasons for studying democracy.

Objective II, ten days after starting LAP 1, you should have written an essay of 250 words or more on "The Growth and Development of Democracy." This should be completed according to instructions in the front of the LAP and handed in for the teacher's evaluation.

Objective III, eleven days after starting LAP 1, you should have listed five basic aims of each of the terms listed in Objective III.

Objective IV, eleven days after starting LAP 1, you should have stated the role of citizens in our democratic society in writing.

Objective V, twelve days after starting LAP 1, a written report of 200 words or more should be handed in for the teacher's evaluation, along with the chart on pages 24 & 25 of Civics for Americans by Clark.

Self-Evaluation

True - False: Read each of the following statements carefully. If the statement is true, write the word "TRUE" in the blank before the statement. If the statement is false write the word "FALSE."

- _____ 1. Democracy means government by the people.
- _____ 2. The Germans were first to establish a democratic form of government.
- _____ 3. Duty is the thing that a person ought to do or is required to do.
- _____ 4. A right is anything that is not forbidden by law.
- _____ 5. All American Citizens do not have the right to vote.

II. Answer the following questions:

- 1. Write a brief description of the growth and development of democracy in the United States.

- 2. List at least three basic aims of democratic citizenship in each of the following:

a. obligations

1.

2.

3.

b. rights

1.

2.

3.

c. duties

1.

2.

3.

Section III: Citizenship at Ninety Six High School

BEHAVIORAL OBJECTIVES:

1. After you complete your prescribed program of study, you will be able to state and describe the role of democracy in education.
See Activity # 1 for instructions.
2. After you complete your prescribed program of study, you will be able to list and discuss the activities at your school that give the students the opportunities to exercise their citizenship rights. See Activity # 3 for instructions.
3. After you complete your prescribed program of study, you will be able to show the relationship between school citizenship and American citizenship.
See Activity # 5 for instructions.

Unless otherwise indicated fulfillment of the above Objectives will be on Progress and/or LAP Tests.

Resources:

_____ World Book Encyclopedia Vol. 4 "D" page 105

_____ Civics for Americans by Clark, Edmonson & Dondineau;
Objective II, III, IV, ch. 5, pp. 95-105; Objective
V, Creative & Critical thinking.

Filmstrips:

_____ Meeting the Challenge to Democracy.

Objective I, thirteen days after starting LAP 1, you should have listed and described the role of democracy in education. This should be handed in for the teacher's evaluation.

Objective II, thirteen days after starting LAP 1, you should have stated and discussed in small groups, the activities that give you the opportunities to exercise your school citizenship. This should be done constructively for teacher's evaluation.

Objective III, fifteen days after starting LAP 1, you should have handed in a paper showing the relationship between school citizenship and American citizenship.

Self-Evaluation

True - False: Read each of the following statements carefully. If the statement is true, write the word, "TRUE" in the blank before the statement. If the statement is false, write the word "FALSE."

- _____ 1. In a democracy, students have freedom to attend the school of their choice.
- _____ 2. The student council is an activity that gives students the opportunity to exercise his citizenship rights.
- _____ 3. Education at Ninety Six High School, gives students the opportunity to complete school in two, three or four years.
- _____ 4. Education can strengthen democracy by teaching students how to think.
- _____ 5. Schools are the basis for good American democracy.

II. Answer the following questions:

- 1. List at least two school activities that give you the opportunity to exercise good school citizenship.
- 2. List and describe briefly the role of democracy in education.

Q U E S T I O N N A I R E on Citizenship (YES - NO)

- _____ Do you know the rules of your school and try to obey them?
- _____ Do you carry out assignments promptly and to the best of your ability?
- _____ Do you work on committees in the classroom and in other school activities if asked to do so?
- _____ Do you take part in at least one extracurricular activity?
- _____ Do you vote intelligently in class or school elections?
- _____ Do you do something constructive, rather than just complain, when things go wrong?
- _____ Do you support school activities by your attitude and participation?
- _____ Do you treat your teachers and classmates as you would like them to treat you?
- _____ Do you keep on the look out for ways to improve your school?
- _____ Do you act outside school in such a way that you are a credit to your school?

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L EARNING
A CTIVITY
P ACKAGE

CONSTITUTION

PART I



SOCIAL STUDIES 94

REVIEWED BY

LAP NUMBER 2

WRITTEN BY Mrs. Calhoun
Revised By Mrs. Burgdorf

50 001563

R A T I O N A L E



OUR NATIONAL LEGISLATURE

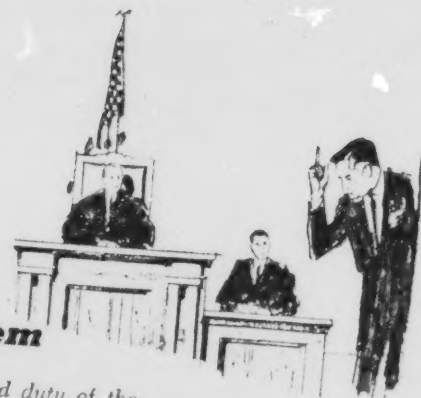
This unit deals with Congress, with what it can do and what it may not do under our Constitution, and with how it does the things it can do.



The Executive Office and Cabinet Departments

✓ The true test of good government is its aptitude and tendency to produce a good administration.

—ALEXANDER HAMILTON



The Federal Court System

It is emphatically the province and duty of the judicial department to say what the law is.

—JOHN MARSHALL

Instructions

Testing

1. Progress Test--- After Section No. 2
2. LAP Test -----After Section No. 4

Activities

1. Essays must be written as follows
 - A. Use ink or typewriting
 - B. Use correct grammar, spelling and punctuation.
2. Maps must be neatly drawn and/or labeled.
3. Charts must be neatly drawn and/or labeled.
4. Hand all work handed into your teacher according to the acceptable form allowed in your English Classes.

Advanced Study

1. May be done for extra credit
2. See your teacher before beginning an advanced study project
3. All written advanced study must be completed neatly using correct English.

Section I: How and Why Our Federal
Government Developed

Behavioral Objectives

1. After completing your prescribed program of study, you will be able to define eight of the following terms:
 1. constitution
 2. government
 3. dictator
 4. absolute monarch
 5. separation of powers
 6. Constitutional Convention
 7. founding fathers
 8. Great Compromise
 9. Federation
 10. Continental Congress
2. After completing your prescribed program of study, you will be able to name the three branches of our Federal Government and state the general purpose or function of each branch.
3. After completing your prescribed program of study, you will be able to explain how the following documents relates to the concept of Self Government; Magna Charta (2) Declaration of Independence (3) Articles of Confederation (4) United States Constitution
4. After completing your prescribed program of study you will be able to show the needs for a United States Constitution by listing five of the weaknesses of the Articles of Confederation.

Unless otherwise indicated, fulfillment of these Behavioral Objectives will be measured on the Progress and/or LAP Test.

Resources:

Readings

- x American Civics, chapter 7 pp. 19-20-21-22 by Hartley and Vincent
- x American Government pp. 43-47, by Magruder
- x American Government pp. 21-22-23-25-26-27-28& 29 by Bruntz and Bremer
- _____ Being a Citizen by Capen
- _____ Constitution of our Country pp.6-9-12 by Rexford
- x Our Independence and the Constitution
- x The Magna Charta by James Daugherty
- _____ The Story of the Constitution by Sol Bloom pp. 6-11-13-16-20

Audio Video

Audio Tape:

- _____ The Talking Book "How and Why the Constitution Developed

Transparencies:

- _____ Steps toward Central Government

Films:

- _____ "Our Living Constitution"
- _____ "Our Living Declaration of Independence"
- _____ "Thomas Jefferson"

Filmstrips, with cassettes:

- _____ "Constitution of the United States (a series of 7)"
- _____ "Man Learns to Govern Himself"

Self-Evaluation

Matching Items:

1. Match the following terms with their definition

Column A

- ___ A. Federation
- ___ B. Constitution
- ___ C. Great Compromise
- ___ D. Government
- ___ E. Founding Fathers

Column B

1. A written plan of government describing how a government is organized, its purpose, some basic laws, and the rights of the people.
2. The agreement reached in the Constitutional Convention by which all states have equal representation in the Senate and representation according to population in the House.
3. A plan of government in which the powers are divided between the National and State Government.
4. The authority, or power, that people set up to help them rule their own affairs.
5. Men who attended the Constitutional Convention.

II. True and False. Place "T" for true and "F" for False

- ___ 1. The Magna Charta was the first written English document related to self government.
- ___ 2. The Declaration of Independence doesn't relate to our concepts of self government
- ___ 3. The Constitution of the United States provided for self government through State government and individual rights and privileges. 5

4. The Articles of Confederation provided for a U. S.
President.

Advance Study

1. From the following books: Presidents in American History by Beard; American Civics by Vincent; The Great Constitution by Henry S. Commager, you will be able to write the contributions of the following men to the Constitutional Convention of 1787.
 - (a) Benjamin Franklin
 - (b) George Washington
 - (c) James Madison
2. Read Thomas Jefferson by Manuel Komroff. This will be an oral report in class. Date will be designated by the teacher at a later date.
3. Read Benjamin Franklin: His Life. This will be an oral report in class. This will be designated by the teacher at a later date.
4. Participate in preparing a bulletin board on six of the founding Fathers of our Constitution.
5. Construct a chart on three signers of the Declaration of Independence from South Carolina, listing childhood, education and contributions. You may obtain your information from the text: Famous Signers of the Declaration of Independence by McGee.
6. Construct a chart on the Powers of Congress and the Congressmen's salary.
7. Construct a chart on the checks and balance system in our United States Government. Show how each branch of Congress checks on each other.
8. You may do a written report on 200 words or more and construct a chart on the United States Senators and representatives from South Carolina.

Section II Congress: Making the Nation's Laws

Behavioral Objectives

1. After completing your prescribed program, you will be able to define 10 of the following terms:
 1. Bicameral Legislative
 2. census
 3. checks and balance
 4. Congressional District
 5. Congress-at-Large
 6. implied powers(elastic clause)
 7. expulsion
 8. Library of Congress
 9. page boy
 10. Parliamentarian
 11. Senior Senator
2. After completing your prescribed program of study, you will be able to state the qualifications for candidates for the United States Senate and the House of Representatives.
3. The Constitution gives Congress the right to pass laws in five different general areas. After completing your prescribed course of study, you will be able to state four of these general areas and give at least two powers related to each of these general areas.

Example: General Area: 1. borrow money 2. levy and collect taxes
4. After completing your prescribed program of study, you will

be able to state and explain five powers denied Congress by the Constitution.

5. After completing your prescribed program of study, you will be able to diagram a chart on "How a Bill Becomes a Law." This will be turned into your teacher for grading and completed according to the directions for charts on the Instruction Sheet.
6. After completing your prescribed program of study, you will be able to state and explain three special powers granted to: (a) the Senate (b) the House of Representatives

Unless other wise indicated, fulfillment of these Behavioral Objectives will be measured on the Progress and/or LAP Test.

Resources

Readings:

- x American Civics by Hartley and Vincent, chapter 2
- x First Book of Congress
- ___ What Your United States Senator Does by Ivan Klapper
- ___ Constitution of Our Country
- ___ Your Rugged Constitution by Bruce A. Findlay
- ___ The Great Constitution by Henry S. Commager
- ___ Story of the Constitution by Bloom
- x American Government by Bruntz Bremer

Audio Video

Audio Tape

- ___ The Talking Book-"Congress Makes Our Nations Laws"

Filmstrips

- ___ 1. "The Federal Government"
- ___ 2. "The Legislative Branch"
- ___ 3. "How Our Laws Are Made"
- ___ 4. "How a Bill Becomes a Law"
- ___ 5. "Why We Pay Taxes"

Films

- ___ 1. How We Elect Our Representatives
- ___ 2. Speaker of the House
- ___ 3. Washington, D. C. 6488

Filmstrips with cassettes

- ___ "Constitution of the United States" (a series of 7)
- ___ Academic Games "The Great Game of Legislature"

Self-Evaluation

I. Matching Items:

1. Match the following terms with their definition

- | | |
|--------------------------------------|----------|
| <u> </u> A. Bicameral Legislative | Column A |
| <u> </u> B. checks and balance | |
| <u> </u> C. Page boy | |
| <u> </u> D. implied powers | |
| <u> </u> E. Franking Privilege | |

Column B

1. Boys who are employed to run errands for Congressmen.
2. Rights granted Congress in the elastic clause.
3. To keep a balance of power between the three branches of government.
4. The right to send official mail free of charge.
5. Lawmaking body composed of two houses.

II. True and False Questions:

Place T for true; and F for false.

1. Congress has the power to pass an Ex-Post-Facto-Law.
2. Congress has the power of financing.
3. The Senate has the power of impeachment.
4. All bills for money must originate in the House of Representatives.
5. In order to run for Senator, you must be at least 35 years of age.

Advance Study:

You and several other students may form a committee in which you will:

- A. Read and study various newspaper articles concerning bills in Congress to be passed this session.
- B. Select three bills that you feel could have the greatest effect on the lives of the people of Ninety Six and how Ninety Six would be affected by them.
- C. Present your findings in the form of a Panel Discussion.
2. Students may diagram a chart on various committees of Congress and their functions.
3. Students may do a report on a representative or Senator from South Carolina--Including the following:
 - A. General childhood and education
 - B. Specific roles played in committees and/or bills they introduced
4. Students may write an essay on "How the Two Branches of the United States Congress originated.
5. A student may do a report of 150 or 200 words and construct a chart on the Library of Congress.

Section III The Executive Department

Behavioral Objectives

1. After completing your prescribed program of study, you will be able to define 12 of the following terms:

1. Inaugural Address	8. Treaties
2. Chief executive	9. Recognize
3. State of the Union Message	10. Reprieve
4. Budget Message	11. Pardon
5. Economic Message	12. commutation
6. Veto	13. Vice-President
7. Foreign policy	14. Twenty-Second Amendment
2. After completing your prescribed program of study, you will be able to state two of the qualifications for candidate for president of the United States and eight of the powers of the president.
3. After completing your prescribed program of study, you will be able to state or list eight of the twelve Executive Departments under Nixon's Administration and their heads or leaders.
4. After completing your prescribed program of study, you will be able to compare and contrast the Independent Agencies and the Executive Agencies in their relationship to helping the President.

Resources

Readings:

- ☒ American Civics chapter 3 by Hartley and Vincent
- ☒ American Government, chapter 11 by Bruntz-Bremer
- ☐ Our Living Constitution
- ☐ We Elect a President by D. E. Weingast
- ☐ Atlas of the President by Cooke
- ☐ Meet the Presidents by F. Cavanah
- ☐ The Great Constitution by Commager
- ☐ The Presidents in American History by Charlos A. Beard
- ☐ Constitution of Our Country by Rexford
- ☐ Your Rugged Constitution by Findlay
- ☒ 1970-1971-1972 World Almanac

Audio Video

Audio Tape

- ☐ The Talking Book "The Executive Department"

Filmstrips

- ☐ "The Federal Government"
- ☐ "The Executive Branch"
- ☐ "Our President"
- ☐ "Our Captial"

Filmstrips with Cassettes:

- ☐ Constitution of the U. S. (series of 7)

Films

- ☐ "The President at Work" (12386)

Academic Games

- ☐ "Mr. President"

Self-Evaluation

I. Match the following terms with their definition
Column A

- ☐ A. Inaugural Address
- ☐ B. Pardon
- ☐ C. Twenty-Second Amendment
- ☐ D. Veto
- ☐ E. Chief Executive

Column B

- ☐ mited the president to two full terms in office.
 - ☐ 2. To reject or refuse to sign a bill.
 - ☐ 3. The freeing of a convicted person from having to serve a sentence.
 - ☐ 4. The President who must carry out our Nation's Laws
 - ☐ 5. A speech that sets the keynote of the administration.
- II. Place "T" for true and "F" for false.
- ☐ 1. In order to seek the presidency, one must be at least 30 years of age.
 - ☐ 2. The president has the power to veto bills.
 - ☐ 3. The 12th Executive Department is the Department of Health Education and Welfare, "HEW"
 - ☐ 4. The Independent Agencies works closer with the president than the Executive Agencies.
 - ☐ 5. The president of today, makes a 100,000 dollars a year.

Advance Study

1. Look for pictures of the president in any of the following news papers: Index Journal, The Greenville News, Anderson News and the State Paper. Make a booklet including at least three of these pictures and explanations of the activity in which the president is engaged in each paper.
2. On a chart, you will diagram the presidential succession law.
3. Three students may form a committee and participate in constructing a bulletin board on the Executive Department and their heads.
4. You and several others, may form a committee in which you will read the autobiography of Franklin D. Roosevelt, "FDR" Then participate in a panel discussion concerning F.D.R.'s
 - A. Childhood
 - B. Education
 - C. Terms in office
 - D. Contributions made during his terms in office
5. You may do a written report of 150 or 200 words on the President and construct a chart on his salary and other expenditures.
6. You may construct a chart on the benefits of an ex-president.
7. You may do a written report on two of the United States cabinet members and construct a chart on the salary of the cabinet members per-year.

Section IV Judicial Department

1. After completing your prescribed program of study, you will be able to define 12 of the 15 terms:
 1. Common law
 2. Statutory Law
 3. Original Jurisdiction
 4. Plaintiff
 5. Defendant
 6. Subpoenas
 7. District Courts
 8. U. S. Supreme Court
 9. Fifth Amendment
 10. Grand Jury
 11. Petit Jury
 12. Appeal
 13. Verdict
 14. Bail
 15. Court
2. After completing your prescribed program of study, you will be able to state the rights of a citizen to a fair trial in criminal cases and civil cases.
3. After completing your prescribed program of study, you will be able to diagram the organization of our Federal Court System and the functions of each court.
4. After completing your prescribed program of study, you will be able to state the number of U. S. Supreme Court Justices and the salary of the Chief Justice and Associated Justices.
5. After completing your prescribed program of study, you will be able to state three out of five court decisions made under the direction of Chief Justice Marshall and indicate the one that give us the Judicial Review.
6. After completing your prescribed program of study, you will be able to list six of the eight jurisdictions of the Federal Courts.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on the Progress and/or LAP Test.

Resources

Reading

- ☒ American Civics chapter 4 by Hartley and Vincent
- ☒ American Government-chapter 13 by Bremer
- ☒ The Rugged Constitution Articles III by Findlay
- ☐ Being A Citizen by Capen, chapter 21(Constitution)
- ☐ Dictionary of American Biography by Scribners
- ☐ John Marshall and the Constitution by Edward S. Corwin

Audio Video

Audio Tape

- ☐ The Talking Book: "Judicial Department"

Transparencies

- ☐ Series on the Federal, State and Local Governments
- ☐ Court Calender (c) 68
- ☐ Federal Court System 347 U. S. Judicial System

Filmstrips

- ☐ The Federal Government
- ☐ Judicial Branch
- ☐ Cases Tried by Federal Courts

Filmstrips with Cassettes

- ☐ United States Constitution (series of 7)

Films

- ☐ Why we Respect the Law
- ☐ Basic Court Procedures
- ☐ Government and Law
- ☐ Criminal Justice in the United States
- ☐ Our Basic Civil Rights

Self-Evaluation

I. Match the following terms with their definition

- | | |
|--------------------------------|----------|
| _____ 1. Statutory Law | Column A |
| _____ 2. Common Law | |
| _____ 3. Appeal | |
| _____ 4. Original Jurisdiction | |
| _____ 5. Grand Jury | |

Column B

1. The first court to hear a case.
2. To have a case reviewed by a higher court
3. A law passed by a lawmaking body.
4. Law that develops from tradition or from Judge's decisions.
5. A group of persons who decide whether there is enough evidence to bring the accused person to trial.

II. Place T for true and F for false.

- _____ 1. A subpoena requires a person to appear in court.
- _____ 2. A court when using the right of judicial review does not examine the Constitutionality of a law.
- _____ 3. There are Nine associated Justices and one Chief Justice.
- _____ 4. The U. S. Supreme Court is the lowest Federal Court.
- _____ 5. The true answer or decision in a case is the verdict.

Advance Study

1. You and several others may form a committee in which you will:
 - A. Read the case of Hilda Gray vs. the United States in the American Civics by Hortlay and Vincent.
 - B. Then organize a mock trial illustrating each step in the legal process.
 - C. This will be presented to the class.
2. Individually, you may write a report of not less than two pages on the childhood, education, and contributions of Chief Justice John Marshall. You may use any of the following references in writing this report:
Dictionary of American Biography 315-325
John Marshall and the Constitution by Edward S. Corwin
3. Students may participate in making a bulletin board or chart on the organization of our Federal Court System.
4. Students may write a report on the life and history of Chief Justice Burger. The Library of Congress, newspapers, news magazines, and recent encyclopedias may be sources of information.
5. Students may construct a chart on the United States Chief Justice and the Associated Justices salary per year.

L EARNING
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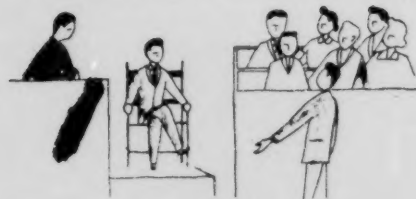


Freedom of religion

Freedom from
unreasonable
search

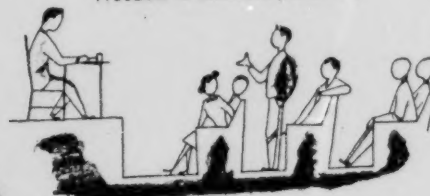


The right of trial by jury

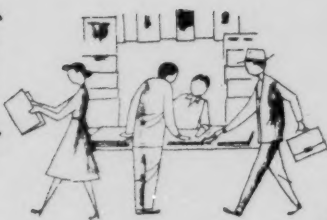


Freedom of speech

Freedom to assemble peaceably



Freedom of the press



Social Studies 94

REVIEWED BY

LAP NUMBER 3

WRITTEN BY Tommy Campbell

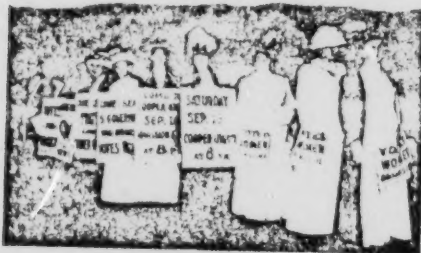
Revised by Mrs. Burgdorf

21473

23

50007563

Woman's Suffrage



1920

INCOME TAX



1913

RATIONALE

In the previous LAP, Constitution Part I, you studied the make-up of the Constitution as to the different departments. In this LAP, Constitution Part II, you will study the amendments of the Constitution.

As you work through this LAP, you will learn how each of these amendments came about and why. We hope this study will show the effects these amendments have had on the development of our country in the past, and the influence they have on you and your life today.

Right of Suffrage



WOMEN VOTING IN CHEYENNE, WYOMING,
IN THE LATE 1800's

1870

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B
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1919



JIMMY DAVIS

INSTRUCTION SHEET

Requirements:

Testing:

1. Progress Test - (To be taken after the second section.)
2. LAP Test - (To be taken after the third section. The majority of the questions on the LAP TEST will be taken from the second and third sections, but you will be responsible for material in section one.)

Activities:

1. Essays must be written as follows:
 - A. Use ink or typewriting.
 - B. Use correct grammar, spelling, and punctuation.
2. Maps must be neatly drawn and/or labeled.
3. Charts must be neatly drawn and/or labeled.
4. Hand all work handed into your teacher according to the acceptable form allowed in your English classes.

Advanced Study

1. May be done for extra credit.
2. See your teacher before beginning an Advanced Study project.
3. All written Advanced Study must be completed neatly, using correct English.

SECTION 1: The Constitution and Our Federal System
Behavioral Objectives

1. After reading (General Provision in the Constitution), you will be able to interpret the phrase "The Constitution: The Supreme Law of the Land."
2. After completing your prescribed program of study, you will be able to define and list examples of the following powers in terms of the state and federal governments.
 - a. Reserved Powers
 - b. Concurrent Powers
 - c. Enumerated Powers
 - d. Implied Powers
3. After completing your prescribed course of study, you will be able to explain how the Federal government has power over the state's military.
4. The state and Federal government have, at various times in the history of the United States, disagreed on the amount of power each should have. After having completed your prescribed program of studies, you will be able to explain one of the following state's rights controversies.
 - a. South Carolina Ordinance of Nullification 1832
 - b. Southern States seceding from the Union 1860-61
 - c. The U. S. Supreme Court enforcing school integration 1954-present
5. After completing your prescribed course of study, you will write a one-page essay (which will be handed in to your teacher and completed according to directions for essays on the instruction sheet) on the present increase of centralization of the Federal government on one of the following:
 - a. Education
 - b. Economics

Unless otherwise indicated, fulfillment of these learning goals will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES

To Read:

- ___ American Land of Freedom, chpts. 20, 21, 22
- X American Civics, Chpt. 6, pp. 146-156, chpts. 12, 13, 14, 15, pp. 260-332
- X United States History by Shafer and McLemore, Chpt. 17, pp. 276-280

Films:

- ___ Our Living Constitution

Filmstrips with cassettes:

- ___ "Constitution of the United States" (a series of 7)
- ___ Supreme Court filmstrip Oct., 1957

SELF-EVALUATION 1

I. Define the following.

- a. Reserved Powers -
- b. Implied Powers -
- c. Concurrent Powers -

II. True or False.

- _____ 1. The Ordinance of Nullification gave states more power than the Federal government.
- _____ 2. The Supreme Court case of 1954 concerning integration was Brown vs. Board of Education in Kansas.
- _____ 3. The President or Federal government has control over the state's military.
- _____ 4. The Southern states left the Union because of integration.

ADVANCED STUDY

1. From pages 283-286, write an essay of 150 words or more on either of the following topics. Be creative and include any information in the essay from other sources that relate to these topics:
 - a. Due Process of Law
 - b. Equal Protection of the Law
 - c. Recent Civil Rights Acts
2. You and several other students may participate in a panel discussion on the pro's and con's of the jury system.
3. Write a letter to one of your national or state legislators urging him to support or oppose impending legislation affecting civil liberties.

1. After completing your prescribed course of study, you will be able to define the following words and state the particular amendments in which each appears.

a. petition	h. counsel
b. quartering	i. enumeration
c. due process	j. grand jury
d. warrant	k. indictment
e. jeopard	l. defendants
f. civil	m. plaintiff
g. bail	
2. After completing your prescribed course of study, you will be able to explain why the Bill of Rights were added to the Constitution.
3. Upon completion of your prescribed course of study, you will be able to recognize or identify the five basic freedoms guaranteed in the first amendments.
4. After completing your prescribed course of study, you will be able to explain the two amendments that guarantee the privacy of one's household or property.
5. The Bill of Rights in four amendments (5-8) protects the rights of the people within our system of justice. After reading and studying these amendments, you will write a paper, one page on each topic, explaining the rights of each of the following:
 - a. A person accused of a crime.
 - b. An accused person who is brought to trial.
 - c. Plaintiffs and defendants in a civil case.

Unless otherwise indicated, fulfillment of these learning goals will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES

To Read: (X indicates required)

- X American Government by Bruntz & Bremer, pp. 265-291
- ___ United States History by Shafer & McLemore
- ___ American Land of Freedom, The Constitution
- X American Civics by Hartley & Vincent
- ___ Your Life as a Citizen by Smith, Ch. 5, pp. 93-111
- ___ Constitution of Our Country by Reford
- ___ The Great Constitution by Cammager

Resources con't

Filmstrips with Cassettes:

___ Constitution of the United States (series of 7)

Films:

___ Our Basic Civil Rights

___ Constitution of the United States

SELF-EVALUATION 2

I. In which amendments would you find the following words?

- a. quartering
- b. bail
- c. grand jury

II. List ~~five~~ basic freedoms.

- a.
- b.
- c.
- d.
- e.

III. True or False.

- _____ 1. The first ten amendments are called the Bill of Rights.
- _____ 2. The first ten amendments were passed in 1791.

ADVANCED STUDY

1. You and two other students should prepare an attractive bulletin board on the Bill of Rights.
2. Do two cartoons on the fifth amendment, "The Rights of the Accused Person."
3. Do a book report on the "Bill of Rights" by Marjorie G. Fribourg. 342.73
4. Prepare at least one poster on each of the following amendments:
 - a. prohibition
 - b. abolition
 - c. poll tax

After discussing the above work with you, your teacher will make individual assignment, which will be completed on a date previously agreed upon.

STOP! SEE YOUR TEACHER FOR A PROGRESS TEST.

SECTION 3: The Bill of Rights for All Americans

BEHAVIORAL OBJECTIVES

1. After reading amendments 13, 15, 23, and 24 in the Constitution, you will be able to give main ideas of each of these amendments.
2. After completing your prescribed course of study, you will be able to state the main ideas of each of the following sections of the 14th amendment:
 - a. citizenship define
 - b. apportionment of representatives
 - c. disability for engaging in insurrection
 - d. public debt
 - e. enforcement
3. The 26th amendment, giving 18 year old Americans the right to vote in national elections, is being added to the Constitution. After completing your prescribed course of study, you will be able to defend (in a small group discussion) your individual beliefs concerning the advantages and disadvantages of giving 18 year olds the right to vote.
4. After reading amendments 13, 14, 15, 23, 24, and 26 in the Constitution, you will be able to write an essay of not less than two pages, telling how each of these amendments affected the rights of each individual.

This essay will be handed in to your teacher and completed according to the directions for essays on the instruction sheet.

Unless otherwise indicated, fulfillment of these learning goals will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES

To Read: (X indicates required)

- X American Government by Bruntz & Bremer, pp. 617-624
- ___ United States History by Shafer McLenore, pp. 109-115
- ___ American Land of Freedom, The Constitution.
- X American Civics by Hartley & Vincent, Ch. 6 pp. 146-156, and The Constitution, pp. 575-583

Filmstrips with Cassettes:

- ___ Constitution of the United States (series of 7)

SELF-EVALUATION 3

I. True or False.

- _____ 1. The 13, 14, and 15 amendments are called the civil war amendments.
- _____ 2. The 25th amendment gives the 18 year old the right to vote.
- _____ 3. The 14th amendment has five parts to it.
- _____ 4. The people of the District of Columbia cannot vote for the President and Vice-President of the U. S.

II. Fill in the blanks.

1. The _____ amendment did away with the poll tax required for voting in a federal election.
 2. In the _____ amendment, citizenship is defined.
 3. No citizen can be denied the right to vote because of his race or color or because he was formerly a slave is stated in the _____ amendment.
-

ADVANCED STUDY

1. In searching through any material you may find, write a paper, concerning the 26th amendment giving 18 year olds the right to vote, taking both the positive and negative point of view.
2. In an essay of at least two pages, you will
 - a. Explain what the electoral college is.
 - b. Give pro's and con's of the electoral college system.
3. Write a 200 word essay on the question that "Resolved, that citizers who don't vote should pay fines."

SECTION 4: Our Changing Constitution

BEHAVIORAL OBJECTIVES

1. After completing your prescribed course of study, you will be able to explain how the following amendments: 20, 22, and 25 have changed the American Presidency.
2. After reading the 11th amendment and any comments you may find on it in your prescribed course of study, you will be able to explain the procedure an United States or foreign citizen must take if he wishes to sue the state government of a state in which he does not live.
3. The 16th amendment of the Constitution permits the federal government to levy an income tax on people. After completing your prescribed course of study, you will be able to:
 - a. Define the term graduated income tax
 - AND
 - b. Explain how a graduated income tax can help to equalize the wealth of the citizens of the United States.
4. After reading Article I, section 3, and the 17th amendment of the Constitution, you will be able to explain the changes in the election of senators.
5. The 18th amendment prohibited the sale of alcoholic beverages and the 21st amendment repealed the 18th. After completing your prescribed course of study, you will be able, in small group discussions, defend your individual beliefs on one of the following statements:
 - a. The 18th amendment should not have been repealed.
 - b. The 18th amendment should have been repealed.

Unless otherwise indicated, fulfillment of these learning goals will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES

To Read: (X indicates requires)

- American Land of Freedom, The Constitution
- X American Civics by Hartley and Vincent
- Constitution of Our Country by Rexford
- The Great Constitution by Commager
- X American Government by Bruntz & Bremer, pp. 617-624 & 637
- X Your Life As A Citizen by Smith, pp. 553-558

Resources con't

Filmstrips with Cassettes:

___ Constitution of the U. S. (series of 7)

Films:

___ Our Basic Civil Rights

___ Constitution of the United States

SELF-EVALUATION 4

I. List the Right Amendments. (The number of the amendment)

1. What three amendments have changed the American Presidency?
 - a.
 - b.
 - c.
2. What amendment gives the U. S. the right to levy an income tax on the people?

3. The _____ amendment prohibited the sale of alcoholic beverage and the _____ amendment repealed it.
4. What amendment protects a state firm being sued by a citizen of another state?

II. True and False.

- _____ 1. The President of the U. S. takes office on March 4.
- _____ 2. If the Vice-President and a majority of the cabinet members feel the President is unable to carry out his duties, the Congress can give the Vice-President the authority to take over.

ADVANCED STUDY

1. Prepare a bulletin board on the executive departments and make a report to the teacher on the display.
2. Find the present members of the President's cabinet and give a biographical sketch of each.
3. Write a poetic verse on the 22nd amendment
4. Work up a news story on the President's day.
5. Write an amendment of your own. Indicate the strong and weaknesses of this amendment. Be prepared to discuss this amendment in small group discussions.

STOP! SEE YOUR TEACHER FOR THE LAP TEST.

BEST COPY AVAILABLE

L EARNING
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FEDERAL, STATE,
AND LOCAL
GOVERNMENT IN ACTION



AMERICAN CIVICS 94

REVIEWED BY

LAP NUMBER

4

WRITTEN BY B. C. Calhoun
Revised By Mrs. Burgdorf

50 007 563

INSTRUCTION SHEET

Requirements:

Testing:

1. Progress Test - (To be taken after the second section.)
2. LAP Test - (To be taken after the second section. The majority of the questions on the LAP TEST will be taken from the second, third, and fourth sections, but you will be responsible for material in section one.)

Activities:

1. Essays must be written as follows:
 - A. Use ink or typewriting.
 - B. Use correct grammar, spelling, and punctuation.
2. Maps must be neatly drawn and/or labeled.
3. Charts must be neatly drawn and/or labeled.
4. Hand all work handed into your teacher according to the acceptable form allowed in your English classes.

Advanced Study

1. May be done for extra credit.
2. See your teacher before beginning an Advanced Study project.
3. All written Advanced Study must be completed neatly, using correct English.

RATIONALE



When the voter enters the polling place, he writes his name and address on a slip of paper. The two registration judges check the slip against his registration in the precinct book.

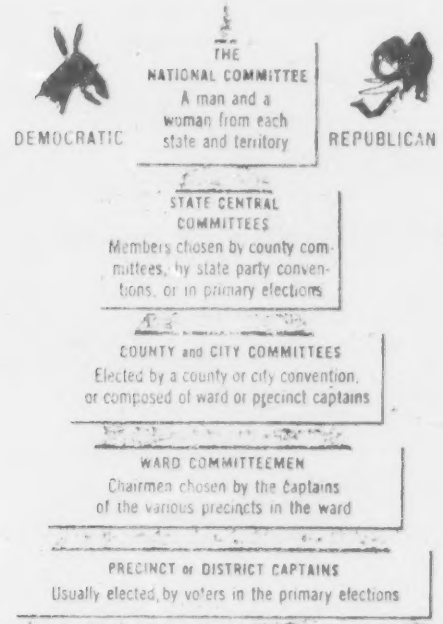


If the two names and addresses match, the judges write their initials on the slip and return it to the voter.



The two clerks write down the voter's name and address

POLITICAL PARTY ORGANIZATION



Party organization differs from state to state. Often there are special committees for congressional districts and other political units. Describe the organization in your state.

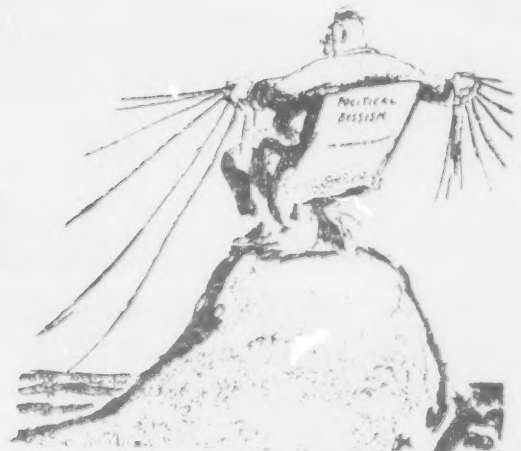


Illustration in The St. Louis Post-Dispatch

"PULLING THE STRINGS" Public officials who owe their election or appointment to the Boss may have to perform favors when he pulls the strings. What orders might he issue?

Section I - The Political Party System

Federal, State, and Local Government in Action

BEHAVIORAL OBJECTIVES

1. After you complete your prescribed program of study, you will be able to state the origin and describe the five basic functions of Political Parties.

See Activity 1 for instructions.

2. After you complete your prescribed program of study, you will be able to compare and contrast the two party system in terms of its composition.

See Activity #2 for instructions.

3. After you complete your prescribed program, you will be able to describe the organization of the two party system.

See Activity #3 for instruction.

4. After you complete your prescribed program of study, you will be able to describe primary elections in terms of:

- a. Candidacy in the Primary Election
- b. Closed Primary
- c. Open Primary
- d. Blanket Primary
- e. Non-Partisan Primary
- f. General Election

See Activity #4 for instructions.

5. After you complete your prescribed program of study, you will be able to describe political campaigns in terms of the following:

- a. Campaign Organization
- b. Campaign Techniques
- c. Campaign Expenses and Finances
- d. Legitimate Expenditures
- e. Illegitimate Expenditures
- f. Sources of Funds

See Activity #6 for instructions.

6. After you complete your prescribed program of study, you will be able to list the advantages and disadvantages of the two party system in the United States.

See Activity # 7 for instructions.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on the Progress and/or LAP Test.

RESOURCES

- X American Civis by Hartley and Vincent; Goal VII, p. 561, Ch. 5, p. 111.
- X State and Local Government by J. F. Zimmerman; Goal I, pp. 65-69; Goal II, pp. 65-68; Goal III, pp. 70-73; Goal IV, pp. 74-75; Goal V, pp. 76-77; Goal VI, pp. 77-79.
- X American Political Parties by Wilfred E. Binkley, pp. 3, 29, 52, 206, 301.
- Government by the People by W. H. Young.
- Alexander Hamilton by Schachner.

Audio Video

Filmstrips and Cassettes:

- "Origin of the Two Party System"
- "The Rise of the Two Party System"

Films:

- "Public Opinion in Our Democracy"
- "Swear: The Game of Dirty Politics"

ACTIVITIES

Goal I, two days after starting Lap 4, you should have completed Goal I and II.

Goal III, three days after starting Lap 4, you should have handed in the organization of the two party system for the teacher's evaluation.

Goal IV, four days after starting Lap 4, you should have completed Goal IV and V in writing.

Goal VI, six days after starting Lap 4, you should have handed a description of campaigns in terms of goals listed in six.

Goal VII, eight days after starting Lap 4, Goal VII should be completed in writing.

Self-Evaluation

I. Match the following terms with their definitions:

Column A

- _____ A. National Committee
- _____ B. Precinct
- _____ C. Polling Place
- _____ D. Propaganda
- _____ E. Caucus

Column B

1. Ideas used to try to make us do something or influence our opinions.
2. The largest of a political party's policy-making groups, representing the fifty states.
3. A voting district in which the polls are located.
4. A meeting of party members to decide policies.
5. The area in a building in which people cast votes.

II. True-False. Read each of the following statements carefully. If the statement is true, write the word "True" in the blank before the statement. If the statement is false write the word "False."

- _____ 1. Primary Election gives the voters a chance to choose candidates to run in the general election.
- _____ 2. A political party is an organization of people with similar ideas on public issues.
- _____ 3. The platform is the agency which directs the activities of the party.
- _____ 4. Candidates are men and women elected to office.
- _____ 5. Electoral College is a name given to a group of college professors.
- _____ 6. The electors are individuals in each of the fifty states.
- _____ 7. Anti-federalists were those who favored a strong central government.

Section II - Political Parties in Action

1. After you complete your prescribed program of study, you will be able to state recent qualifications for registering and voting in the United States.

See Activity #1 for instructions.

2. After you complete your prescribed program of study, you will be able to describe registration of voting in terms of:

- a. periodic registration
- b. permanent registration

See Activity #2 for instructions.

3. After you complete your prescribed program of study, you will be able to identify the following in terms of voting:

- a. ballots
- b. Australian ballot
- c. Voting machine

4. After you complete your prescribed program of study, you will be able to describe voting in terms of the following:

- a. straight ticket voting
- b. split ticket voting
- c. independent ticket voting

See Activity #4 for instructions

5. After you complete your prescribed program of study, you will be able to describe the procedures of a National Convention and show its relationship to the General Election.

See Activity #5 for instructions.

6. After you complete your prescribed program of study, you will be able to describe the functions of the Electoral College System in the United States.

See Activity #6 for instructions.

7. After you complete your prescribed program of study, you will be able to state the criticisms of the Electoral College System and list other proposals for electing the president of the United States.

See Activity #7 for instructions.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on the Progress and/or Lap Test.

RESOURCES

- X American Civics by Hartley S. Vincent, Goal I, Ch. 5, pp. 118; Goal II, Ch. 5, pp. 121-122; Goal III, Ch. 5, pp. 120-121; Goal IV, Ch. 5, pp. 117 and 121; Goal V, Ch. 5, pp. 123-124; Goal VI, Ch. 5, pp. 126-127.
- Your Life as a Citizen by Smith; Goal VI, Ch. 11, pp. 463-467.
- World Book Encyclopedia, Vol. 6 "E", pp. 115- , Goal VI.
- X Encyclopedia Americana, Vol 10 "E", pp. 71-73.

Filmstrips and Cassettes:

- A Defense of the American Political Party System.

Films:

- True Story of an Election - "United States Election - How We Vote"

ACTIVITIES

Goal I, ten days after starting Lap IV, you should have completed Goal I and II in writing.

Goal III, twelve days after starting Lap IV, you should have completed Goals III and IV in writing.

Goal V, thirteen days after starting Lap IV, you should have handed in Goal V for the teacher's evaluation.

Goal VI and VII should be handed in for the teacher's evaluation fifteen days after starting Lap IV.

Self-Evaluation

I. Short answer questions: In the space provided place the correct word or words that best answer the statement.

- _____ 1. a vote for all the candidates of one party
- _____ 2. to vote for candidates of both parties
- _____ 3. a voter, who is not a member of any party
- _____ 4. the area in a building in which people cast votes
- _____ 5. to have one's name placed on the official list of those eligible to vote

II: True-False

- _____ 1. The correct age for voting in presidential election is 21 years old.
- _____ 2. Wards are not election districts.

Section III - Political Parties and Pressure Groups

BEHAVIORAL OBJECTIVES

1. After you complete your prescribed program of study, you will be able to compare and contrast political parties to pressure groups.

See Activity #2 for instructions.

2. After you complete your prescribed program of study, you will be able to state and described kinds of pressure groups.

See Activity #2 for instructions.

3. After you complete your prescribed program of study, you will be able to describe the organization of the pressure groups in terms of:

- a. permanent headquarters
- b. public relations
- c. paid lobbyists

See Activity #3 for instructions.

4. After you complete your prescribed program of study, you will be able to describe the influence of pressure groups in terms of the following:

- a. party leaders
- b. endorsement of candidates
- c. public officials

See Activity #4 for instructions.

5. After you complete your prescribed program of study, you will be able to describe the role of the state government in regulating the activities of pressure groups.

See Activity #5 for instructions.

6. After you complete your prescribed program of study, you will be able to identify "lobbyists" and list the advantages and disadvantages of pressure groups in the United States.

See Activity #6 for instructions.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on the Progress and/or Lap Test.

RESOURCES

- X State and Local Government by J. F. Zimmerman; Goal I, pp. 79-80; Goal II, pp. 80-82; Goal III, p. 83; Goal IV, pp. 84-85; Goal V, pp. 85-86.
- X American Civics by Hartley and Vincent; Goal VI, Ch. 5, pp. 112-113.
- Your Life as a Citizen by Smith.
- World Book Encyclopedia, Vol. 12 "L", Goal VI, pp. 362.

Filmstrips and cassettes:

- X Criticism of the American Political Party System; Goal VI.

ACTIVITIES

Goal I, seventeen days after starting Lap IV, you should have completed Goals I and II in writing.

Goal III, nineteen days after starting Lap IV, you should have described the organization of pressure groups. This should be handed in for the teacher's evaluation.

Goal IV, twenty days after starting Lap IV, Goal IV should be handed in for the teacher's evaluation.

Goal V and VI should be completed twenty-three days after starting Lap IV in writing.

Self-Evaluation

I. True-False: Read each of the following statements carefully. If the statement is true, write the word "true" in the blank before the statement. If the statement is false, write the word "false."

- _____ 1. Pressure groups seek to create favorable public opinion and to influence the conduct of government.
- _____ 2. Pressure groups nominates candidates to public officers.
- _____ 3. Some of the powerful pressure groups are the American Farm Bureau Federation, the State Grange, and the Farm Union.
- _____ 4. One of the basic functions of the pressure groups is to represent various interests before legislative bodies and administrative officials.
- _____ 5. Lobbyists are agents who attempt to influence legislation.

II. Answer the following questions:

- 1. Describe the organization of Pressure Groups in terms of:
 - a. Permanent Headquarters
 - b. Public Relations
 - c. Paid Lobbyists
- 2. Describe the role of the state government in regulating the activities of pressure groups.

III. Multiple Choice:

- 1. A minor third party in the United States is the _____.
 - a. Republican Party
 - b. Democratic Party
 - c. Socialist Party
 - d. None of these
- 2. A law which limits the amount of money a political party can spend in campaigns is the _____.
 - a. Judiciary Act
 - b. Writ of Habeas Corpus
 - c. Bill of Attainder
 - d. Corrupt Practices Act
- 3. The third party which in the 1900's favored the regulation of alcoholic beverages was the _____.
 - a. Socialist Party
 - b. Prohibition Party
 - c. Communist Party
 - d. None of these
- 4. A political party which favors government ownership and control of business and power in the hands of a few people who are not responsible to the voters is the _____.

L EARNING

A CTIVITY

P ACKAGE

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YOUR EDUCATIONAL
AND
VOCATIONAL FUTURE



AMERICAN CIVICS 94

REVIEWED BY

J. Ritchie
K

LAP NUMBER

6

WRITTEN BY B.C. Calhoun

Revised by Carter

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RATIONALE (Purpose of LAP)

An ability to cooperate and work well with others is important for business success.

The pharmacist holds one of the important professional jobs, for he is concerned almost completely with drugs and their measurement. A mistake in kind or amount might have disastrous results.

Engineering is a field that includes many types of work and workers — electrical, chemical, civil, mechanical being only a few of the kinds. Before a ship like this one slides down the ways, an engineer planned it and draftsmen drew the blueprints and more engineers oversaw its construction.

Learning about the newest ideas in fashion, meeting interesting people, and earning an excellent salary are all rewards of being a fashion merchandising specialist.

The newspaper world has been mostly a man's world; but some women reporters have made names for themselves — even in winning a Pulitzer prize — and women often edit the society and "house" pages of a newspaper.

A trained nurse, whether she intends to work in a hospital or in public health fields, must know something about care of babies. Some high school courses include teaching the elementary facts about bathing and feeding babies and thereby furnish girls with some knowledge of the field of nursing, which is wide open to women and where the demand is always greater than the supply.

Lecturer instructs secretarial student. The two year college program often stresses general knowledge and specialized skills.

Since computers are used today in almost every business, there are great career opportunities for the specialist with knowledge and skill in data processing.

Students who hope to manage car care centers learn about various kinds of U.S. and foreign cars, trucks, motorcycles, and trailers.

Section 1- The Structure of Education in the United States

BEHAVIORAL OBJECTIVES:

- I. After you complete your prescribed program of study, you will be able to write a definition for sixteen of the seventeen vocabulary words or phrases listed below.

- | | |
|------------------------|--------------------------------|
| 1. education | 10. cultural heritage |
| 2. tutor | 11. local school board |
| 3. study aids | 12. property tax |
| 4. kindergarten | 13. equalization fund |
| 5. curricula | 14. local school district |
| 6. desegregate | 15. parochial school |
| 7. Northwest Ordinance | 16. consolidation |
| 8. Horace Mann | 17. extracurricular activities |
| 9. Office of Education | |

- II. After you complete your prescribed program of study, you will be able to write two purposes of education in the United States AND then you will list the seven cardinal principles of secondary education.

- III. After you complete your prescribed program of study, you will be able to describe America's first schools in terms of their growth AND functions.

- IV. After you complete your prescribed program of study, you will be able to describe the value of a good education in terms of:

- a. raising, earning and purchasing power
- b. training better citizens
- c. making a better community

- V. After you complete your prescribed program of study, you will be able to construct a bar graph showing the percentage that the Federal, State and Local Governments spend in financing education in the public schools.

- VI. Since the Constitution of the United States does not mention education, after you complete your prescribed program of study, you will be able to state and explain the amendment that gave the states the right to establish an educational system.

[Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on the Progress and/or LAP Test.]

SECTION 1

RESOURCES

- X American Civics by W. H. Hartley S.W.S. Vincent;
Goal I, Ch. 18 pp. 373-381 (In text); Goal II,
Ch. 18, pp. 376, 384-398; Goal III, Ch. 18, pp.
377-382; Goal IV, Ch. 16, pp. 341-352; Goal VI,
Ch. 6, pp. 146-151, 579.
- X Your Life as a Citizen by H. F. Smith; Goal V,
Ch. 3, pp. 63-69.
- American Government by Magraders; Goal I, Ch. 35,
pp. 627-65 Library - 342-73; Goal II & Goal III,
pp. 37.
- Similar Government of South Carolina by Magraders, pp. 234-286
- Your Plan for the Future by M. F. Detjen; Goal IV,
Ch. 7, pp. 3-16.
- Foundation of the Public Schools in South Carolina
by J. P. Thomason (in library - 379)

SELF-EVALUATION

I. True - False. Read each of the following statements carefully.

If the statement is true, write the word "true" in the blank before the statement. If the statement is false, write the word "false."

- _____ 1. Cultural heritage is knowledge learned from the past.
- _____ 2. One of the main purposes of education is to develop each American citizen.
- _____ 3. Kindergartens are schools for six and seven year olds.
- _____ 4. Property tax is a tax paid on your income.
- _____ 5. The office of education is a division of the agricultural department.

II. Answer the following questions:

1. List two of the seven cardinal principles of secondary education.

a. _____

b. _____

2. Name two of the first schools in America and their functions.

a. _____

b. _____

ADVANCED STUDY - LAP 6

1. You and two other students may participate in a survey on the effectiveness of recent changes in education in your school to challenge the gifted students and yet meet the needs of the slow learners.
2. You may trace the development of public education in your community.
3. You may do a written report on the life of Horace Mann.
4. You and two other students may draw up a plan or diagram showing the organization of the school system in your state, indicating the state officials who have something to do with education, the local officials, the classifications of school districts and any other facts that you think are important.
5. Write an essay of 200 words or more on the "Financial Role of the Federal Government in Education."

Section II - A Career That Is Best For You

LAP 6

BEHAVIORAL OBJECTIVES:

I. After you complete your prescribed program of study, you will be able to define thirteen of the fourteen vocabulary words or phrases listed below.

- | | |
|--------------------------|------------------------|
| 1. interest inventory | 8. cceducational |
| 2. cooperative education | 9. liberal arts |
| 3. aptitude tests | 10. service occupation |
| 4. motor skills | 11. verbal |
| 5. perceptual skills | 12. manual |
| 6. medical technician | 13. achievement |
| 7. number skills | 14. technical school |

II. As a result of reading part V of "You: Today and Tomorrow," you will be able to state some general ways of identifying people's interests.

III. After you complete your prescribed program of study, you will be able to make an evaluation of your own interests by filling out an interest log and the Kuder General Interest Survey.

IV. After you complete your prescribed program of study, you will be able to state and describe the six occupational levels in a chart.

V. After you complete your prescribed program of study, you will be able to give a description of five interest fields and related occupations AND then you will decide which two fields best describes your own interests.

VI. After you complete your prescribed program of study, you will be able to write a 100 words or more essay on "The Importance of Choosing the Right Career."

[Unless otherwise indicated, fulfillment of the above behavioral objectives will be demonstrated on the Progress and/or LAP Test.]

SECTION II - Objectives (cont')

"Optional" Extra credit will be given for this goal.

VII. After you complete your prescribed program of study, you will be able to investigate at least one occupation that you are interest in, in terms of the following:

- a. the nature of the occupation
- b. personal requirements
- c. present and future opportunities
- d. summarize your findings

Unless otherwise indicated, fulfillment of the above behavioral objectives will be demonstrated on the PROGRESS and/or LAP TEST.

RESOURCES

X American Civics by H. F. Smith; Goal I, Ch. 17, pp. 356-369; Goal II, Ch. 17, pp. 363-364; Goal VI, Ch. 17, pp. 356-367.

— Your Life as a Citizen by H. F. Smith; Ch. 24, pp. 483-500; Goal II, Ch. 24, pp. 484-488; Goal V, Ch. 24, p. 485; Goal VI, Ch. 24, pp. 484-501.

X You: Today and Tomorrow, by Martin R. Katz; Goal II, pp. 51-56; Goal III, pp. 52-53; Goal IV, pp. 65-73.

X I Find My Vocation by H. D. Kitson; Goal VI, Ch. I pp. 1-10. (in library 371.42)

— Your Career If You Are Not Going to College by Sarah Splaver. (in library 371.42)

— Vocation for Boys by Kitson & Stouer. (in library 371.42)

LEVEL AND EDUCATION FOR JOBS IN THIS FIELD

	JOB TITLE	MINIMUM EDUCATION FOR ENTRY
LEVEL 1 Professional and Managerial (highest)		
LEVEL 2 Professional and Managerial (less authority)		
LEVEL 3 Semi-professional and Small Business		
LEVEL 4 Skilled		
LEVEL 5 Semiskilled		
LEVEL 6 Unskilled		

THIS SHOULD BE HANDED IN FOR TEACHER'S EVALUATION.

SELF-EVALUATION

- I. True - False. Read each of the following statements carefully. If the statement is true, write the word "true" in the blank before the statement. If the statement is false, write the word "false."

- _____ 1. Aptitude tests indicates one's interest and abilities
- _____ 2. Motor skills are the ability to work with numbers rapidly and accurately.
- _____ 3. Cooperative education is on the job training.
- _____ 4. Verbal skills are not based on words, written or orally.
- _____ 5. Manual skills are based on training through practice.

- II. Answer the following questions.

1. List two occupational levels.

- a. _____
- b. _____

ADVANCE STUDY

1. You may do research on the career opportunities in Greenwood County. This should include careers available to you in this area, qualifications, and the job demand for the careers in this area.
2. Report to the class on a book you have read on American Education.
3. Draw a cartoon showing the difficult problems that a school dropout faces.
4. You may do an essay of 300 words or more on the "History of the Public School in South Carolina."
5. You may construct a chart on the academic and vocational school in South Carolina.
6. You may state and describe the eight occupational areas in a written composition.

SECTION III - Career Opportunities Available to You

BEHAVIORAL OBJECTIVES

- I. After you complete your prescribed program of study, you will be able to describe the free enterprise or capitalism system in America.
- II. After you complete your prescribed program of study, you will be able to list the qualifications for the skilled, semi-skilled, and unskilled workers.
- III. After you complete your prescribed program of study you will be able to compare and contrast the professional workers, the technicians, and the managers. This should be turned in for the teacher's evaluation.
- IV. After you complete your prescribed program of study, you will be able to describe the skilled workers, the self employed workers, and the service workers. Then you will diagram a chart.
- V. After you complete your prescribed program of study, you will be able to list the jobs that are in demand in the United States and in Greenwood County. The Chart on page 340 of the American Civic should be drawn and labeled.
- VI. After you complete your prescribed program of study, you will be able to list job opportunities for high school graduates in the following areas:
 - A. Federal Government
 - B. Health
 - C. America's armed forces.

Then each student will fill out at least one job application.

Unless otherwise indicated, fulfillment of the above behavioral objectives will be on the Progress and/or LAP test.

SECTION III - RESOURCES

- X American Civics by Hartley & Vincent; Goal I Ch. 16, pp. 334-352; Goal II ch. 6, pp. 143-144; Goal III Ch. 16, pp. 342-345; Goal IV Ch. 16 pp. 338-342; Goal VI Ch. 16, pp. 349-352; Goal VII Ch. 16, pp. 346-348.

- _____ Building Citizenship by C. H. W. Pullen; Goal I, Ch. 16, pp. 301-317; Goal III Ch. 16, pp. 301-319; Goal IV, Ch. 25, pp. 523-545; Goal VII Ch. 25, pp. 523-545.

- _____ American Government by Magraders; Goal II, Ch. 2, pp. 34-35.

- _____ You: Today and Tomorrow by Martin R. Katz; Goal IV & V, pp. 65-70.

- _____ Vocations For Boys by Kitson & Stover.

- _____ Vocations For Girls by Kitson & Stover.

- _____ American Government by Bruntz & Bremer (in library 342.73)

- _____ Your Life As A Citizen by Smith; Ch. 24 (in library)

- _____ Career Opportunities by J. G. Ferguson.

ACTIVITIES

- Goal I - twenty days after starting LAP 6, you should have described the free enterprise or capitalism system in your "notebook."
- Goal II - twenty-one days after starting LAP 6, you should list the qualifications for the skilled, semi-skilled and unskilled workers in your "notebook."
- Goal III - twenty-three days after starting LAP 6, you should have handed in your comparison and contrast of the professional technicians and managers for the teacher's evaluation.
- Goal IV - Your chart for learning goal V should be drawn in the following order and should be turned into the teacher not later than twenty-five days after starting LAP 6.

JOB TITLES

Skilled Workers	Self-employed Workers	Service Workers

- Goal V - twenty-seven days after starting LAP 6, you have turned in a list of jobs that are in demand in the U. S. and Greenwood County and the bar graph on page 340 of the American Civics or 486 of Your Life as a Citizen by H. F. Smith, for the teacher's evaluation.
- Goal VI - twenty-eight days after starting LAP 6, you should have list of all available jobs for high school graduates in each of the areas. AND then you will fill at least one job application.

Self-Evaluation

I: Matching Exercise. Match the items in Column B with the items in Column A.

Column A

- _____ Electrician
- _____ Apprentice
- _____ Semi-skilled worker
- _____ Unskilled workers
- _____ Self-employed

Column B

1. Free-lance writer
2. Factory machine operator
3. Serves a term as helper
4. Ditch digger
5. Skilled worker

II: Answer the following questions:

1. List two job areas that are in demand in the United States.
 - a. _____
 - b. _____
2. List two types of jobs available to high school graduates in health occupation.
 - a. _____
 - b. _____

ADVANCED STUDY

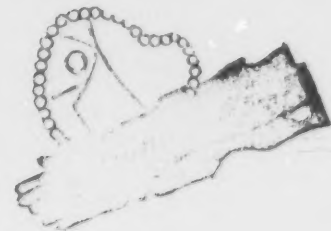
1. Write an essay on "My Future Career." Gather facts about a possible career for you, and organize them into a presentation which describe the kind of work you would like, the training necessary, the skills required, the salary, other rewards and the way in which this job contributes to the welfare of others.
2. Construct a chart showing the different kinds of jobs which may be listed under the following headings:
 - a. professions
 - b. technicians
 - c. skilled labor
 - d. semi-skilled
 - e. unskilled labor
3. You may form a committee and invite the school's counselor to talk to your class about job opportunities. Make a list of questions you would like the counselor to answer. Then when she speaks to the class she will know the kind of jobs that interest the group. The teacher should be given a copy of the questions and the date that the counselor plans to speak to you.

BEST COPY AVAILABLE

L EARNING
A CTIVITY
P ACKAGE



SPENDING YOUR MONEY WISELY



AMERICAN CIVICS 94

REVIEWED BY

J. H. Little

LAP NUMBER

7

WRITTEN BY B. C. Calhoun

Revised By Mrs. Burgdorf

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R A T I O N A L E

money management



R E A C H I N G
Y O U R
F I N A N C I A L
G O A L S

INSTRUCTION SHEET

Requirements:

Testing:

1. Progress Test - (To be taken after the second section.)
2. LAP Test - (To be taken after the third section. The majority of the questions on the LAP Test will be taken from the second and third sections, but you will be responsible for material in section one.)

Activities:

1. Essays must be written as follows:
 - A. Use ink or typewriting
 - B. Use correct grammar, spelling, and punctuation
2. Maps must be neatly drawn and/or labeled
3. Charts must be neatly drawn and/or labeled.
4. Hand all work handed into your teacher according to the acceptable form allowed in your English classes.

Advanced Study:

1. May be done for extra credit
2. See your teacher before beginning an Advanced Study project.
3. All written Advanced Study must be completed neatly, using correct English.

Section I: Budgeting Your Money

BEHAVIORAL OBJECTIVES:

1. After you complete your prescribed program of study, you will be able to write the historical background of money and its uses in the United States.

See Activity #1 for instructions.

2. After you complete your prescribed program of study, you will be able to explain the use of money in terms of:

- a. A medium of exchange
- b. A measure of value

See Activity #2 for instructions.

Today, each nation of the world has its own supply of money. After you complete your prescribed program of study, you will be able to state the four common features of money.

See Activity #3 for instructions.

3. After you complete your prescribed program of study, you will be able to describe the value and wise use of an allowance at an early age and then you will prepare an individual spending plan.

See Activity #4 for instructions.

4. After reading references on how to prepare a budget, you will be able to list the steps to modern money planning and then you will prepare an imaginary family spending plan or budget.

See Activity #5 for instructions.

5. After you complete your prescribed program of study, you will be able to list the advantages of good money management through:

- a. budgeting and the disadvantages of an impulsive buyer

See Activity #6 for instructions.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on the Progress and/or Lap Tests.

RESOURCES

- X American Government by Bruntz and Bremer; Goal I, Ch. 8, p. 440; Goal II, Ch. 23, pp. 439-441.
- X American Civics by Hartley and Vincent; Goal II Ch. 13, pp. 298-299; Goal III and IV Ch. 14 p. 298, Goal V Ch. 9, pp. 215-217.
- X Civics For Americans by N. L. Clark Goal II Ch. 25, pp. 417-418 Goal VII Ch. 25 pp. 418-419.
- Your Life as a Citizen by Smith and Bruntz, Goal VI, Ch. 24 pp. 475-476; Goal VII.
- World Book Encyclopedia, Goal I, Vol.
- Money in Your Pocket by Price Patton; Goal V, Ch. 6, pp. 50-55.
- The Book of Thrift by T. D. Mac. Gregor; Goal V, Ch. 5, pp. 50-57.

Booklets:

- "Money Management - Children's Spending," pp. 13-22.
- X "How to Stretch Your Money" by Sidney Margolius; Goal V, pp. 7-75.
- "Your Shopping Dollar," pp. 26-28.
- "Reaching Your Financial Goals"

Filmstrips:

- "Family Finances"
- "Your Money and You"
- "Your World of Money"
- X "Spending Your Money Wisely"

Film: "Money and its Uses"

ACTIVITIES

Goal I, definitions

Goal II, two days after starting Lap 7, you should have written a two page essay on the topic listed in Goal I. This will be handed into your teacher and completed according to the directions for essays on the instruction sheet listed in front of the Lap.

Goal III, four days after starting Lap 7, you should have completed Goal III in writing.

Goal IV, five days after starting Lap 7, you should have listed the four common features of money in your notebook.

Goal V, six days after starting Lap 7, you should have described the value and wise use of an allowance in writing.

Goal VI, six days after starting Lap 7, you should have constructed a chart on an imaginary family budget. This should be handed in for the teacher's evaluation and grading.

Goal VII, seven days after starting Lap 7, you should be able to discuss in small groups the advantages of budgeting and the disadvantages of impulse buyers.

Self Evaluation

I. True or False. (Place "T" if true, and "F" if false.

- _____ 1. An impulse buyer always spends wisely.
- _____ 2. Budgeting is a plan for handling money wisely and balancing our money according to our income.
- _____ 3. Monometallism is having two metals as a country's money standard.
- _____ 4. Money can be used as a medium of exchange.
- _____ 5. An allowance is not an aid to helping individuals become spenders.

II. Answer the following questions.

1. List at least two disadvantages of an impulse buyer.

a. _____

b. _____

2. List at least two advantages of a spending plan or budget.

a. _____

b. _____

ADVANCED STUDY

- 1. Construct a poster chart with a series of pictures showing some important events in the activities or historical uses of money.
- 2. You may write an essay on the activities of the Bureau of Engraving and Printing or the United States Mint.
- 3. You and two other students may prepare a bulletin board on "The Kinds of Credit" or "Good Money Management."
- 4. You may draw a cartoon on the impulse buyer to be placed on display at the teacher's request.

Section II - Buying on Credit

BEHAVIORAL OBJECTIVES:

1. After you complete your prescribed program of study, you will be able to list and describe the kinds of credit and ways of safeguarding credit in the United States.

See Activity # 1 for instructions
2. In our society, credit is sometimes a necessity. After you complete your prescribed program of study, you will be able to state ways in which one can keep their credit cost to a minimum.

See Activity # 2 for instructions.
3. After you complete your prescribed program of study, you will be able to compare and contrast:

a. credit charges b. consumer credit agreements

See Activity # 3 for instructions.
4. Before you say borrow or charge it. After you complete your prescribed program of study, you will be able to list and explain the basic facts you need to know about credit in terms of:

a. Secured Loans e. Charge Accounts
b. Life Insurance f. Credit Cards
c. Personal Loans g. Check-credit Plans
d. Retail Instalment Sales Contracts

See Activity # 4 for instructions.
5. After you complete your prescribed program of study, you will be able to write a one page essay on, "The Importance of a Good Credit Rating."

See Activity # 5 for instructions.
6. Without the use of references, and after an analysis of the above Behavioral Objectives, you should be able to list the advantages and disadvantages of buying on credit and then you will list the advantages of cash purchases.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on Progress and/or LAR Tests.

RESOURCES

- _____ Your Life As A Citizen by Smith and Bruntz; Goal I, Ch. 21, pp. 481-483; Goal V, Ch. 24.
- X _____ American Civics by Hartley and Vincent; Goal I, Ch. 13 pp. 393-416; Goal III, Ch. 14, pp. 302-307; Goal V, Ch. 13 p. 293.
- _____ Building Citizenship by C. H. W. Pullen; Goal I Ch. 20, pp. 413-416.
- _____ American Government by Bruntz and Bremer; Goal III, Ch. 23 pp. 444-445.
- _____ Buy Now, Pay Later by H. Black, Ch. 8, pp. 112-116.
- _____ Money In Your Pocket by Price Patton.

Magazine:

- X _____ "Changing Times," January 1972, Goal IV, pp. 33-35.

Booklets:

- _____ "Buyer, Be Wary!" by Sidney Margolius; Goal IV, pp. 15-19.
- X _____ "Money Management - Its Your Credit, Manage It Wisely", Goal V, p. 11.

Filmstrips:

- _____ "Your Money and You"
- _____ "You, The Shopper"

Film:

- _____ "Making a Wise Use of Credit"

ACTIVITIES

- Goal I - Eight days after starting LAP 7, you should have listed and described the kinds of credit and ways of safeguarding it. This will be evaluated in small group discussions. Constructive information determines your grade.
- Goal II - Nine days after starting LAP 7, you should have stated in writing ways of keeping credit cost to a minimum.
- Goal III - Ten days after starting LAP 7, you should have compared and onctrasted credit charges and consumer credit agreements in your "notebook."
- Goal IV - Eleven days after starting LAP 7, you should have listed and explained basic facts you need to know about credit in terms of the items listed in Goal 4.
- Goal V - After starting LAP 7, you should have written an essay of a page or more on, "The Importance of Good Credit Rating." This will be handed into your teacher and completed according to the directions for essays on the instruction sheet listed in the front of the LAP.
- Goal VI - Twelve days after starting LAP 7, you should have listed the advantages and disadvantages of buying on credit AND then the advantages of cash purchases in the following order:

BUYING ON CREDIT	
Advantages	Disadvantages

CASH PURCHASES
Advantages

Self Evaluation

True - False:

- _____ 1. A credit rating indicates how well a customer pays his bills.
- _____ 2. A charge account is a form of credit that allows a store's customer to receive goods and pay later.
- _____ 3. A creditor should not be interested in interest rates.
- _____ 4. Finance Companies interest rates are lower on credit than credit unions.
- _____ 5. High quality does not necessarily mean the best quality.

ADVANCED STUDY

1. You may obtain the most recent annual Economic Report of the president in terms of:
 - a. measures recommended to deal with inflation
 - b. unemployment
 - c. a balance of payment
2. You may read and prepare a written report on Andrew Jackson's conflict with the Second Bank of the United States.
3. You and another student may collect news articles and prepare a discussion on President Nixon's Devaluation of the Dollar.
4. You may read an economic book on, "Gresham Law," in terms of its relationship to bimetallism. The one page essay should be written according to the directions listed on the instruction sheet in the front of the LAP.
5. You and another student may study a life insurance policy and explain the following features to the class:
 - a. surrender provisions
 - b. how to obtain a loan on a cash value
 - c. how the beneficiary may choose to be paid
 - d. grace period

Section III - Make A Wise Choice of Merchandise

BEHAVIORAL OBJECTIVES:

1. After you complete your prescribed program of study, you will be able to discuss informational aids to buyers for making wise choices in merchandise.

See Activity # 1 for instructions.

2. After you complete your prescribed program of study, you will state and describe the three basic responsibilities of consumers.

See Activity # 2 for instructions.

3. After you complete your prescribed program of study, you will be able to state the advantages of purchasing items that carry the Good Housekeeping seal AND then you will list five of these items or product.

See Activity # 3 for instructions.

4. After you complete your prescribed program of study, you will be able to list and explain quality standards in terms of:

- a. type of purchase
- b. designation or grade mark
- c. meaning and usefulness

5. After you complete your prescribed program of study, you will be able to describe procedures you would use in:

- a. purchasing an automobile
- b. securing auto insurance

See Activity # 6 for instructions

6. After you complete your prescribed program of study, you will be able to state the role of the state and federal government in terms of laws in protecting the consumers.

See Activity # 7 for instructions.

In summary of the entire LAP, you will write an essay of 200 words or more on, "A Wise Consumer Saves Money.

See Activity # 7 for instructions.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on Progress and/or LAP Tests.

RESOURCES

- X Civics For Americans by W. L. Clark; Goal I, Ch. 25, pp. 415-517; Goal VI, Ch. 22, pp. 372-373; Goal VII, Ch. 25, pp. 419-420.
- _____ American Civics by Hartley and Vincent; Goal I, Ch. 13, pp. 292-293.
- _____ Your Life as a Citizen by Smith and Bruntz; Goal VI, Ch. 21, pp. 483-488.

Booklets:

- X The Responsible Consumer by Sidney Margolius; Goal II, pp. 8-9.
- X Your Shopping Dollar; Goal III, pp. 19-21; Goal VII, pp. 13-20.
- X Money Management - Your Clothing Dollar; Goal IV, pp. 6-16, pp. 24-28.
- _____ Money Management - Your Food Dollar; Goal IV, pp. 10-18.
- _____ Money Management - Your Home Furnishing Dollar; Goal IV, pp. 5, 18-30.
- _____ Buyer, Be Wary! by Sidney Margolius; Goal V, pp. 15-26.
- X Money Management - Your Automobile Dollar; Goal VI, pp. 5-20.

Filmstrips:

- _____ "Buying Insurance"
- _____ "Buying Food Wisely"
- _____ "Spending Your Food Dollar"
- _____ "Your Wardrobe and You"

ACTIVITIES

- Goal I - Thirteen days after starting Lap 7, you should be prepared to discuss informational aid in purchasing merchandises. This will be done in small group discussions and will be evaluated by the teacher.
- Goal II - Fourteen days after starting Lap 7, you should have stated and described the three basic responsibilities of a consumer in writing.
- Goal III- Fourteen days after starting Lap 7, list the advantages and products that carry the "Good Housekeep" seal. This should be handed in for the teacher's evaluation.
- Goal IV - Fifteen days after starting Lap 7, a report on purchasing the items in Behavioral Objective 4, should be handed in for evaluation. A small group discussion will take place after the teacher's evaluation.
- Goal V - Sixteen days after starting Lap 7, you should have chart quality standards in the following order:

Type of Purchase	Designation or Grade Mark	Meaning and Usefulness
Gas Range	Blue Star	Model meets American Gas association basic standards for sturdiness, safety, cooking performance.

- Goal VI - Seventeen days after starting Lap 7, you will describe in writing the procedures you would use in purchasing the items listed in Behavioral Objective 6. This should be discussed with your teacher.
- Goal VII- Seventeen days after starting Lap 7, you should state and explain State and Federal Laws that protect consumers in writing.
- Goal VIII- Eighteen days after starting Lap 7, without the use of references and from information gained in the total Lap, you should be able to write an effective essay on, "A Wise Consumer Saves Money."

Self Evaluation

True - False:

- _____ 1. The responsible consumer should have knowledge of Consumer's Laws.
- _____ 2. The wise consumer should always compare prices of items in different stores before making purchases.
- _____ 3. Credit Union provides low-cost consolidation loans for their members and financial and budget counseling.
- _____ 4. The Federal Food and Drug Administration helps to protect consumers from harmful, poison products.
- _____ 5. An inspection stamp is not an assurance of a wholesome food product.

ADVANCED STUDY

- 1. You may assume that you are going to buy an automobile, a mechanical refrigerator, or a washing machine. Compare at least four different machines, securing prices and as much information as you can from salesmen. See can you secure a concession in price after deciding on the basis of salesmen's information, which machine would you buy. Then compare your conclusions with those of Consumers' Research or Consumers' Union.
- 2. You and two other students may check the cost of installment credit in your community. Find out what is covered beside interest charges. Then compare credit prices for a selected group of articles with cash prices.
- 3. Prepare a brief history of the Cooperative League of the U. S. A. emphasizing its role in the cooperative movement.
- 4. Ask two or three insurance agents to draw up a recommended program of life insurance for you. Compare the programs with one another and with your own ideas. Do you consider each program well designed to cover your risks at the lowest possible cost.
- 5. Analyze the advertisements in a popular magazine and classify them as:
 - a. truthful
 - b. doubtful
 - c. misleading
 - d. deceptive

LEARNING ACTIVITY PACKAGE

4.75%

5.25%

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AMERICAN CIVICS 94

REVIEWED BY

LAP NUMBER 8

WRITTEN BY B.C. Calhoun

Revised by Carter

5874

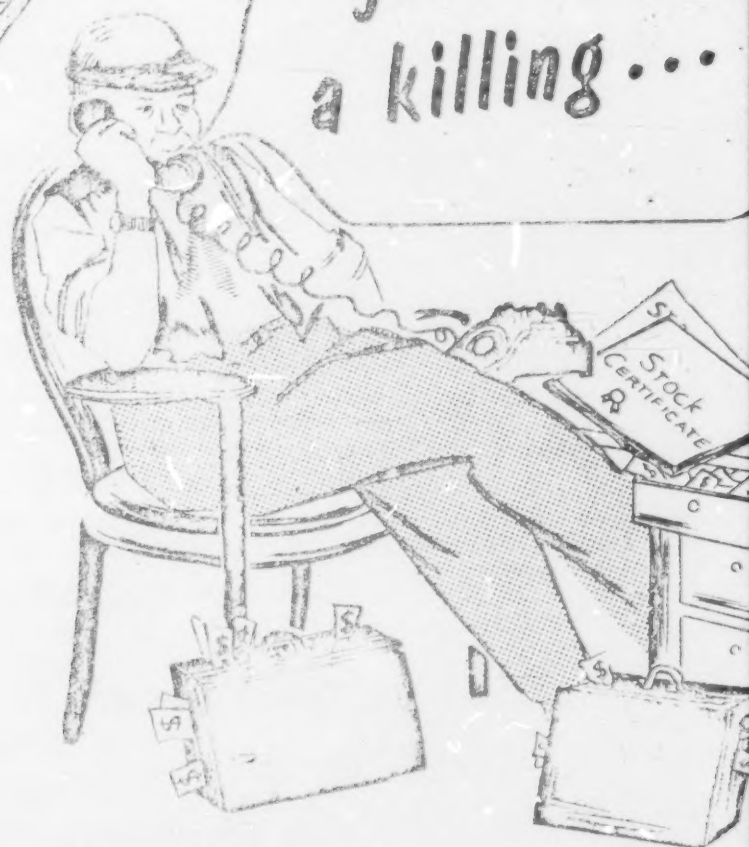
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INSTRUCTION SHEET

Testing:

1. Progress Test - This is to be taken after Section II.
2. LAP Test - This is to be taken after Section IV. The majority of the questions will be taken from Sections III and IV, but you will be responsible for all material in the LAP.

Activities:

1. Essays must be written as follows:
 - a. Use ink or typewriter.
 - b. Use correct grammar, spelling and punctuation.
2. Maps must be neatly drawn and labeled.
3. Charts must be neatly drawn and labeled.
4. Hand all work handed in to your teacher according to the acceptable form used in your English classes.

Advanced Study:

1. This may be done for extra credit.
2. See your teacher before beginning an Advanced Study Project.
3. All written Advanced Study work must be completed neatly, using correct English.

SECTION I - BANKS AND SAVING ACCOUNTS

Behavioral Objectives:

1. After you complete your prescribed program of study, you will be able to compare and contrast the Early American banking system with modern banking today in terms of:
 - a. structure and organization
 - b. activities and functions
2. After you complete your prescribed program of study, you will be able to state Hamilton's rule in the establishment of a national banking system in terms of:
 - a. its economic values
 - b. its political effects
3. After you complete your prescribed program of study, you will be able to list the purposes of Federal Reserve System and then you will describe the structure of the Federal Reserve System in terms of:
 - a. reserve banks and branches
 - b. Board of Governors
 - c. member banks
 - d. money and credit
4. After you complete your prescribed program of study, you will be able to explain the Federal Deposit Insurance Corporation.
5. After you complete your prescribed program of study, you will be able to state at least three general reasons for saving and list points that should be considered before choosing a bank for a savings account.
6. After you complete your prescribed program of study, you will be able to state and explain five different ways of saving and describe ways in which savings keep our nation prosperous.
7. After you complete your prescribed program for study, you will be able to describe banking in terms of its relationship to business and government.

UNLESS OTHERWISE INDICATED, FULFILLMENT OF THE ABOVE OBJECTIVES WILL BE ON THE PROGRESS AND/OR LAP TESTS.

RESOURCES

Books:

- ☒ American Civics by Hartley & Vincent, chapter 14
- ☐ Building Citizenship by C.H.W. Puilen; pp. 421-428
- ☒ Your Life as a Citizen by Smith & Bruntz; pp. 400-405
- ☒ United States History by Shafer & McLemure; pp. 128-131
- ☒ The Consumer and his Dollar by Schoenfeld & Natella,; pp. 553-555
- ☐ Money and Banking by Shapird, Solomon and White
- ☐ Money, Make It, Spend It, Save It by Arnold & White, pp. 69-84
- ☐ American Government by Bruntz & Bremer, 439-450

RESOURCES cont'd.

Booklets:

- ___ "Facts About United States Money"
- ___ "Your Savings and Investment Dollar", pp. 6-7
- ___ "American Banking - the American Bankers Association"
- ___ "American Banking" p. 32
- ___ "Reaching Your Financial Goals" pp. 24-25

Filmstrips:

- ___ "Banks and Banking" 178/D
- ___ "Money" 178/B

ADVANCED STUDY

1. You may prepare a written report on South Carolina's Senior Bank using the following reference: "The Story of South Carolina's Senior Bank" by Samuel G. Stoney.
2. Using a poster chart, you may draw a map of the U.S. showing the twelve Federal Reserve Districts.
3. You and two other students may form a committee and visit a nearby bank. Let one member observe various services given to customers. Let another observe the different types of jobs available for men and women and find out what training is necessary for each. Let one student describe the equipment and the arrangement of the office.
4. If you are considering banking as a career, read the following reference and then state your preference and do a written report on the necessary qualifications.

Reference: Careers, published by the Institute for Research, Chicago, Ill.
#31

TRUE-FALSE:

1. A bank is a business firm that deals in money and credit.
2. The state bank is chartered to do business under state laws.
3. Saving is done mainly to accumulate funds for future expenditures.
4. To insure the safety of funds placed in a bank, the Federal Government has established the Food and Drug Administration.
5. The Federal Reserve Banks deal only with savings and loan banks.

ANSWER THE FOLLOWING QUESTIONS:

1. List two purposes of the Federal Reserve Banks.
2. State two possible reasons for saving.

SECTION II - CHECKING ACCOUNTS

Behavioral Objectives:

1. After you complete your prescribed program of study, you will be able to differentiate the following:
 - a. no balance check
 - b. certified check
 - c. cashier's check
 - d. traveler's check
2. After you complete your prescribed program of study, you will be able to state the procedures used in opening and keeping a checking account.
3. After you complete your prescribed program of study, you will be able to demonstrate in writing the three ways of endorsing a check.
4. After you complete your prescribed program of study, you will be able to state ways of reconciling your bank statement.
5. After you complete your prescribed program of study, you will be able to discuss the life of a check.
6. After you complete your prescribed program of study, you will be able to list the advantages of a checking account.

RESOURCES

Books:

- ☒ Money, Make It, Spend It, Save It by Arnold and White, pp. 62-64
- ☐ The Consumer and His Dollar by Schoenfeld and Natella
- ☐ Civics for Americans by Clark, Edmonson and Dundineau
- ☐ American Civics by Hartley and Vincent
- ☐ American Government by Bruntz & Bremer
- ☐ The Powerful Consumer by George Katona
- ☐ Money and Banking by Shapiro, Solomon and White
- ☐ Building Citizenship by C.H.W. Pullen
- ☐ Your Life as a Citizen by Smith and Bruntz
- ☐ World Book Encyclopedia

Booklets:

- ☒ "Your Savings and Investment Dollar" pp. 5-6
- ☒ "What Everyone Should Know about Checking Accounts" p. 3, 6-7, 10, 12-13, 11
- ☐ "American Banking" by the American Banking Association

SELF EVALUATION 11

TRUE-FALSE:

- _____ 1. Today the majority of the American People pay bills by check.
- _____ 2. When endorsing a check, be sure to spell your name correctly even if it is written wrong on the check.
- _____ 3. Cancelled checks, stubs and bank statements should be disposed of within one year.
- _____ 4. A checking account is the key to sound money management.

ADVANCED STUDY

1. Prepare a bulletin board display on the three types of checking accounts.
2. You may draw a cartoon showing the life of a check.
3. You may construct a poster chart on the six necessary rules in writing checks, using the following reference: Your Life as a Citizen, p. 445.
4. You may define assets and liabilities.
5. Write an essay of two to three pages comparing and contrasting inflation and deflation.

SECTION III - INSURANCE

Behavioral Objectives:

1. After you complete your prescribed program of study, you will be able to state the developments and purposes of insurance.
2. After you complete your prescribed program of study, you will be able to list and analyze six basic points that should be considered before buying an insurance policy.
3. After you complete your prescribed program of study, you will be able to state and describe the insurances needed in terms of the following:
 - a. the single person
 - b. the growing family
 - c. the retired worker
 - d. the owner of an automobile
4. After you complete your prescribed program of study, you will be able to list and explain three different types of insurance in terms of:
 - a. coverage
 - b. benefits
 - c. cash surrender
 - d. loans
5. After you complete your prescribed program of study, you will be able to list and analyze the advantages and disadvantages of life insurance in terms of:
 - a. ordinary or straight life
 - b. limited payment
 - c. term
 - d. endowment
6. After you complete your prescribed program of study, you will be able to state the basic kinds of social insurance in terms of social security.
7. After you complete your prescribed program of study, you will be able to state the role of the government in insurance.

UNLESS OTHERWISE INDICATED, FULFILLMENT OF THESE OBJECTIVES WILL BE ON THE PROGRESS AND/OR LAP TESTS....

SELF EVALUATION

TRUE-FALSE:

- _____ 1. An insurance is money paid for protection against future risk.
- _____ 2. Straight life insurance provides protection for a limited period of 5, 10, or 20 years or to a stated age.
- _____ 3. Medicare and Medicaid are health plan insurances sponsored by the individual citizen.
- _____ 4. Good coverage for a man with a family might include a hospital, a surgical and major medical plan.
- _____ 5. Before selecting a policy, you should be sure that you understand all of its requirements, provisions and benefits.

ADVANCED STUDY

1. You and another student may prepare a bulletin board on the basic kinds of family insurance.
2. You may do a two-page report on "The Social Security Program in the U.S." using the following references:
 - a. American Civics by Hartley and Vincent
 - b. "U.S. Department of Health Education and Welfare", Sept. 1966 (booklet)
3. You may prepare a written report on Medicaid: the People's Health Plan, using the following reference:

"A Public Affairs Pamphlet", #422 by Raymond S. Alexander & Simon Podiar
4. If you are considering insurance as a career, read the following reference and state your preference and do a written report on the necessary qualifications.

"Career" published by The Institute for Research, Chicago, Ill. #40
5. You may construct a poster chart on "Social Security Benefits" using the following reference:

Civics for Americans by Clark, Edmonson and Dondineau

SECTION IV - STOCKS AND BONDS

Behavioral Objectives:

1. After you complete your prescribed program of study, you will be able to state the main advantages and disadvantages of:
 - a. single proprietorship
 - b. partnership
 - c. corporation
2. After you complete your prescribed program of study, you will be able to state and explain investments in the present as well as looking ahead to the future in terms of the following:
 - a. yourself
 - b. durable assets
 - c. income-producing assets
3. After you complete your prescribed program of study, you will be able to describe in writing the investigation that should be made before investing in real estate and a corporation and list ten informational guides for the careful investor.
4. After you complete your prescribed program of study, you will be able to compare and contrast the following investments:
 - a. stocks
 - b. bonds
 - c. endowment insurance
5. After you complete your prescribed program of study, you will be able to list the advantages and disadvantages of investments in terms of:
 - a. preferred stocks
 - b. common stocks
 - c. bonds
6. After you complete your prescribed program of study, you will be able to write a report on the "Operation of the Stock Exchange" in terms of:
 - a. listings
 - b. trading
 - c. memberships

RESOURCES

Books:

- X Your Life as a Citizen by Smith, pp. 394-397
- X The Consumer and His Dollar by Schoenfeld & Natella, pp. 267-271, 263-265, 288
- X Money, Make It, Spend It, Save It, Arnold & White, pp. 98-100, 102-103
- ___ World Book Encyclopedia, Vol. 18, pp. 705-706 (Obj. 6)
- ___ The Powerful Consumer, by Hart & Kenen
- ___ Civics for Americans by Clark, Edmonson and Dondineau, pp. 370-373
- ___ American Government by Bruntz & Bremer

Booklets:

- X "Your Savings and Investment Dollar", pp. 20-26, 29-30
- ___ "Journey Through the Stock Exchange"
- ___ "Careers - Life Insurance"

RESOURCES cont'd.

___ "Reaching Your Financial Goals"

___ "Manufacturers Hanover Trust"

Filmstrips:

"Business Organization" 178/E

ADVANCED STUDY

1. You may construct a poster chart on the organization of a corporation using the following reference: American Civics by Hartley and Vincent.
2. You may list the steps in figuring the cost of your stock then draw a chart like the one on p. 87 of the American Civics and, before selecting your stocks, figure the cost.
3. You may choose several stocks to watch for daily changes in market prices. Make a line graph showing the daily closing price for a two-week period of at least one stock you choose. If possible, try to account for the up and down.
4. You may do a historical research study on the famous New York Stock Exchange. Make a collection of newspaper items reporting its activities. If possible, gather pictures to illustrate.
5. You may construct a poster chart for display, comparing the U.S. economy to the economy of the Soviet Union in terms of:
 - a. standard of living
 - b. work conditions
 - c. opportunities for advancement
 - d. amount of goods produced

SELF EVALUATION

TRUE-FALSE:

- ☐ 1. A corporation is a private business controlled by one person.
- ☐ 2. Stock is a share of ownership in a corporation.
- ☐ 3. Dividends are written documents which guarantee your position in a company.
- ☐ 4. Only the holders of common stock vote at the annual meeting.
- ☐ 5. Stockholders are persons who own shares in a standard oil company.
- ☐ 6. Stock is issued by corporations.

L EARNING
A CTIVITY
P ACKAGE



Alexander in *The Philadelphia Evening Bulletin*

"POSTED" In 1964 Congress established a National Wilderness Preservation System. The law was designed to close some 9 million acres of national forest land to lumbering, grazing, and other commercial use.



AMERICAN CIVICS 94

REVIEWED BY

LAP NUMBER

9

WRITTEN BY

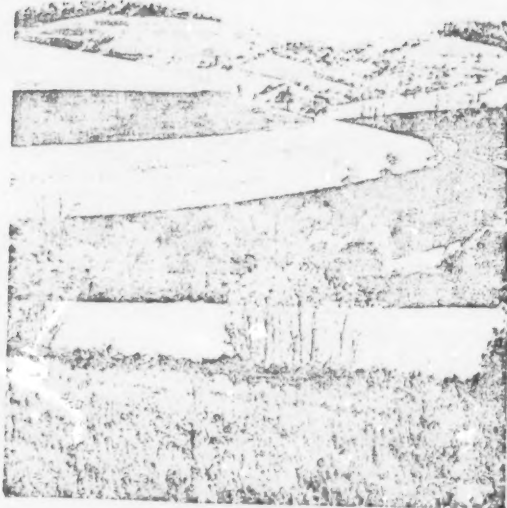
B. C. Calhoun

Revised By

Mrs. Burgdorf

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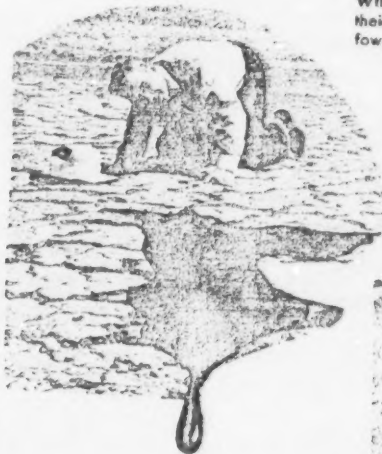


U.S. Soil Conservation Service



United Press Int.

Wildlife Refuges protect birds and other animals. Ducks on their way south for the winter rest and feed safely at this waterfowl refuge located near Washington, D.C.



W A T E R



Bob Wheaton from FOTO/FIND



Pennsylvania Valley Authority

Ⓢ Lookout towers for spotting forest fires constitute an important element in woodland conservation. Name some other forest conservation measures.

Section I

Our Dependence Upon Natural Resources

BEHAVIORAL OBJECTIVES

1. After you complete your prescribed program of study, you will be able to write an essay on "The Importance and Wise Use of Our Natural Resources."

See activity 1 for instructions.

2. After you complete your prescribed program of study, you will be able to state the role of the following in terms of conservation.

- a. Theodore Roosevelt
- b. Gifford Pinchot
- c. Franklin D. Roosevelt

See activity 2 for instructions.

3. After you complete your prescribed program of study, you will be able state the importance of conservation in terms of:

- a. soil and water
- b. forest and wildlife
- c. minerals

See activity 3 for instructions.

4. After you complete your prescribed program of study, you will be able to state and describe conservation practices in terms of:

- a. saving the soil
- b. increasing soil fertility

See activity 4 for instructions.

5. After you complete your program of study, you will be able to state the advantages of good conservation practices.

See activity 5 for instructions.

6. After you complete your prescribed program of study, you will be able to state and explain the role of the state and federal governments in conservational laws or acts.

See activity 6 for instructions.

Unless other wise indicated, fulfillment of these behavioral objectives will be on the Progress and/or Lap Test.

RESOURCES

- X American Civics by Hartley and Vincent, Ch. 23, Goal I, pp. 469-472 Goal II, pp. 472-473, Goal III, pp. 474-483, Goal IV pp. 475-477.
- _____ Your Life as a Citizen by Smith, Ch. 17 - Goal I pp. 344-361, Goal II p. 347, Goal III pp. 340-356, Goal IV p. 341.
- _____ American Government by Bruntz and Bremer, Ch. 26 - Goal VI pp. 511-512.
- _____ Civics for Americans by Clark, Edmonson, Dondineau - Ch. 30 - Goal I pp. 482-483, Goal III pp. 483-492.
- X The World Book Encyclopedia Vol. 4 - Ci to Cz - Goal VI, p. 790.
- _____ Conservation In America by D. C. Hogner.

ACTIVITIES

- Goal I - two days after starting Lap 9, you should have handed in a one page essay on the topic listed in Goal I for the teacher's evaluation.
- Goal II - three days after starting Lap 9, you should have completed Goal II in writing.
- Goal III - four days after starting Lap 9, you should be prepared to discuss the importance of conservation in small groups. You will be evaluated according to information contributed
- Goals IV and V - five days after starting Lap 9, Goal I and V should be handed in as written assignment for the teacher's evaluation.
- Goal VI - six days after starting Lap 9, you should have completed Goal VI in writing.

Self-Evaluation

True - False.

- _____ 1. The program to save our resources is the conservation movement.
- _____ 2. Gifford Pinchot wrote a book entitled "Breaking New Ground."
- _____ 3. A leader in the movement for conservation was president Woodrow Wilson who appointed Gifford Pinchot.
- _____ 4. Soil is a renewable resource, for it can be used over and over again.
- _____ 5. Minerals may be conserved through improved mining methods and the wise use of minerals.

Advance Study - Section I

1. You may choose a particular natural resource for research. Prepare a written report on:
 - a. the need for conserving our natural resources
 - b. some promising conservation practices that are being used
2. On an outline map of your state or county, show the location of important natural resources.
3. You and two other students may gather pictures and construct a poster chart on the Good and Bad Practices in the Use of Resources.

Section II - Environmental Problems

BEHAVIORAL OBJECTIVES

1. After you complete your prescribed program of study, you will be able to state problems caused by each of the following:

- a. soil erosion
- b. water erosion
- c. wind erosion

See activity 1 for instructions.

2. After you complete your prescribed program of study, you will be able to describe the problem of soil conservation AND to state ways in which soil losses occur.

See activity 2 for instructions.

3. After you complete your prescribed program of study, you will be able to state the major problem connected with the water supply in the United States AND describe the remedies used to eliminate the problem.

See activity 3 for instructions.

4. After you complete your prescribed program of study, you will be able to describe environmental problems in terms of:

- a. water pollution
- b. air pollution
- c. forest fires
- d. wasted materials

See activity 4 for instructions.

5. After you complete your prescribed program of study, you will be able to identify exhaustible and renewable resources AND list at least five of each of these resources.

See activity 5 for instructions.

6. After you complete your prescribed program of study, you will be able to state and analyze resources that are being depleted and those that show promises for the future in the United States.

See activity 6 for instructions.

Unless otherwise indicated, fulfillment of these behavioral objectives will be on the Progress and/or Lap Test.

RESOURCES

- X Your Life as a Citizen by Smith, Ch. 17, Goal I p. 340, Goal II pp. 340-346, Goal III pp. 342-246, Goal IV pp 342-359, Goal VI p. 474.
- X American Civics by Hartley and Vincent - Ch. 23, Goal I pp. 274-275, Goal II pp. 481-482, Goal V p. 474.
- Your Life as a Citizen by Smith and Bruntz - Ch. 22, Goal II pp. 493-498, Goal III pp. 495-499, Goal IV.
- American Government by Bruntz and Bremer - Ch. 26.
- Nature's Guardians by H. E. Neal.

Filmstrip

- "Quality Environment in the Tennessee Valley Authority"

ACTIVITIES

- Goal I - seven days after starting Lap 9, you should have completed Goal I in writing.
- Goal II and III - eight days after starting Lap 9, you should have completed goals listed in writing.
- Goal IV - nine days after starting Lap 9, you should be able to discuss environmental problems in terms of goals listed in small groups. This will be evaluated and graded according to information and presentation.
- Goal V - ten days after starting Lap 9, you should have identified and listed exhaustable and renewable resources in your notebook.
- Goal VI - eleven days after starting Lap 9, you should have handed in Goal VI for evaluation.

Self-Evaluation

I. Matching Items:

- _____ 1. water erosion
- _____ 2. wind erosion
- _____ 3. renewable resources
- _____ 4. conservation
- _____ 5. topsoil

- a. soil is a resource that can be used over and over again
- b. the washing away of topsoil by rain
- c. the blowing away of the surface of the soil
- d. the fertile part of earth
- e. the protection and wise use of natural resources

II. Answer the following question.

- 1. State at least two problems that each of the following cause.
 - a. water pollution -
 - b. forest fires -

Advanced Study - Section II

- 1. You may interview a game warden or conservation officer on wildlife problems in your community and on his particular duties.
- 2. You and two other students may prepare a bulletin board showing wasted resources.
- 3. Two students may draw posters showing a soil-conservation project being carried out and an appeal for its adoption.
- 4. You and another student may do a research project. You will study the resources and problems of your region or state and make an oral report on tape for the class, using the following reference, Our Land is Our Life by J. M. Eleazer.

Section III - Combating Environmental

BEHAVIORAL OBJECTIVES

1. After you complete your prescribed program of study, you will be able to describe ways of combating environmental problems in terms of:

- a. Tennessee Valley Authority
- b. Bureau of Reclamation (Interior Department)
- c. Water Resources Council
- d. atomic Energy Commission

See activity 1 for instructions.

2. After you complete your prescribed program of study, you will be able to describe the work of the following in terms of conservation:

- a. forest service
- b. Natural Park Service
- c. Fish and Wildlife Service
- d. Soil Conservation Services

See activity 2 for instructions.

3. After you complete your prescribed program of study, you will be able to describe the conservation programs that control our mineral and fuel resources.

See activity 3 for instructions.

4. After you complete your prescribed program of study, you will be able to state the activities of the Clean Air Acts through Health Education and Welfare in terms of:

- a. motor vehicles
- b. industries

See activity 3 for instructions.

5. After you complete your prescribed program of study, you will be able to describe a Conservation Project carried out by young people AND state several ways that we can practice conservation in our daily lives.

See activity 5 for instructions.

6. After you complete your prescribed program of study, you will be able to list careers and related occupations in conservation.

See activity 6 for instructions.

Unless otherwise indicated, fulfillment of these behavioral objectives will be on the Progress and/or Lap Test.

RESOURCES

- X Your Life As A Citizen by Smith - Ch. 17 - Goal I pp. 340-353, Goal II pp. 346-353, Goal III pp. 355-357, Goal IV pp. 356-360, Goal VI p. 360.
- _____ American Civics by Hartley and Vincent - Ch. 22 - Goal I pp. 479-481, Goal II pp. 481-484.
- X Your Life as a Citizen by Smith and Bruntz - Ch. 22, Goal I pp. 498-499, Goal II pp. 500-503, Goal III pp. 503-506, Goal IV pp. 505-506, Goal V pp. 509-510, Goal VI p. 511.
- _____ American Government by Bruntz and Bremer - Ch. 26 - Goal II pp. 506-511, Goal II p. 505, Goal III pp. 509-512.

Films

- _____ TVA and the Nation
- _____ Valley of Tennessee
- _____ This is TVA
- _____ Runaways in the Wild

ACTIVITIES

- Goal I - twelve days after starting Lap 9, you should have described in writing goals listed. This will be evaluated and graded in small group discussions.
- Goal II - thirteen days after starting Lap 9, Goal II should be completed and evaluated in the same manner as Goal I.
- Goal III and IV - fourteen days after starting Lap 9, you should have completed Goals listed in writing.
- Goal V - fifteen days after starting Lap 9, you should have handed in a report of one page on "A Description of a Conservation Project AND Several Ways of Practices Conservation In Our Daily Lives."
- Goal VI - sixteen days after starting Lap 9, you should have completed goals listed in writing.

Self-Evaluation

True - False: If true write "T". If false write "F".

- _____ 1. Our country is rich in natural resources.
- _____ 2. Untreated sewage and silt cause water pollution.
- _____ 3. Nuclear energy is another name for atomic energy.
- _____ 4. Natural forests are administered by the United States forest service.
- _____ 5. The Bureau of Reclamation is in the Department of Interior.

Answer the following question.

- 1. Describe two conservation programs to control our mineral and fuel resources.
 - a.
 - b.

Advanced Study - Section III

- 1. You may construct a poster chart urging some particular conservation practice, including:
 - a. preventing forest fires
 - b. saving fuel and water
- 2. You may construct a poster chart display of pictures and articles dealing with government conservation activities.
- 3. What scientific development do you think offer the greatest hope for economic welfare of mankind in the future? Explain your answer.
- 4. You may construct a poster chart of the map on page 345 of Your Life As A Citizen by Smith the major United States dams including Tennessee Valley Authority AND state the following:
 - a. the benefits that the dams provide
 - b. the difference between the Tennessee Valley Authority and the Federal Projects